



\Subjects/Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RIME AREAS OF	Cornerstones Topic					
EARNING SHE- Making elationships	WHY DO YOU LOVE ME SO MUCH?  OUTDOOR LEARNING  Knowledge of location  Nursery  To know the name of our school, village and town.  Reception  To know the name of the road they live on and the name of the	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST? OUTDOOR LEARNING Knowledge of location Nursery To know the name of our school, village and town. Reception To know the name of the road they live on and the name of the	ARE EGGS ALIVE? OUTDOOR LEARNING Chickens and ducks Observe and handle chickens and ducks within school grounds. Name parts of the birds To know that birds hatch from eggs	WHY IS WATER WET? OUTDOOR LEARNING Outdoor survival skills To know how to create shelters/dens in the outdoor environment To create dens that survive the water test whilst	<u>WHAT IS A SHADOW ?</u>
	church next to school Orientation skills Nursery Begin to use directional Language Use locational and directional language Reception Use maps and atlases to identify UK		church next to school Orientation skills Nursery Begin to use directional Language Use locational and directional language Reception Use maps and atlases to identify UK	Observe and handle chickens and ducks within school grounds. To know what the ducks and chickens eat and basic care needs of water, shelter and food.  Birds To be able to name common birds found in Hartlepool To be able to name common	sitting inside! To begin to understand how to dress appropriately	
				Farming To understand what animals live on a farm To understand what animals live on a farm and how they are looked after		
			SEASONA  Trees, & p  To know the names of co  To know the names of co  Planti gro  To participate in plant  To participate in planting seeds, bulbs			
	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATT				
	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60	30-50 Plays in a group extending and elaboratin play ideas Initiates play, offering cues to peers to jo them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiatin conversations and forming good relations with peers and familiar adults 40-60

account of what others say



	Enjoys responsibility of carrying out small tasks					
	Welcomes and praises for what they have done	Welcomes and praises for what they have done	Welcomes and praises for what they have done	Welcomes and praises for what they have done	Welcomes and praises for what they have done	Welcomes and praises for what they have done
Self awareness	30-50 Selects and uses activities and resources with help	30-50 Selects and uses activities and resources with help	30-50 Selects and uses activities and resources with help	30-50 Selects and uses activities and resources with help	30-50 Selects and uses activities and resources with help	30-50 Selects and uses activities and resources with help
Confidence and	EARLY YEARS DEVELOPMENT MATTERS	BREAKFAST?  EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
PSHE- Self	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
	Cornerstones Topic					
						<u>Key Vocabulary</u>
						Man Va and hallows
	actions.	actions.	actions.	actions.	actions.	actions.
	Listen to each other and explain their					
	Seek help or check information.					
	happiness, feeling cross, lonely, scared or worried.					
	Understand the feelings of others by labelling emotions such as sadness,	Understand the feelings of others by labelling emotions such as sadness,	Understand the feelings of others by labelling emotions such as sadness,	Understand the feelings of others by labelling emotions such as sadness,	Understand the feelings of others by labelling emotions such as sadness,	Understand the feelings of others by labelling emotions such as sadness,
	from all backgrounds, so that everybody in the group experiences being included.	from all backgrounds, so that everybody in the group experiences being included.	from all backgrounds, so that everybody in the group experiences being included.	from all backgrounds, so that everybody in the group experiences being included.	from all backgrounds, so that everybody in the group experiences being included.	from all backgrounds, so that everybody in the group experiences being included.
	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends
	challenging negative comments and actions towards either peers or adults.	challenging negative comments and actions towards either peers or adults.	challenging negative comments and actions towards either peers or adults.	challenging negative comments and actions towards either peers or adults.	challenging negative comments and actions towards either peers or adults.	challenging negative comments and actions towards either peers or adults.
	<u>Skill coverage</u> Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by
	Understands what bullying is and that is unacceptable behaviour	Understands what bullying is and that is unacceptable behaviour	Understands what bullying is and that is unacceptable behaviour	Understands what bullying is and that is unacceptable behaviour	Understands what bullying is and that is unacceptable behaviour	Understands what bullying is and that is unacceptable behaviour
	listening to each other to come up with a fair solution	listening to each other to come up with a fair solution	listening to each other to come up with a fair solution	listening to each other to come up with a fair solution	listening to each other to come up with a fair solution	listening to each other to come up with a fair solution
	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through
	EXCEEDING Play group games					
	feelings and form positive relationships with adults and other children.	feelings and form positive relationships with adults and other children.	feelings and form positive relationships with adults and other children.	feelings and form positive relationships with adults and other children.	feelings and form positive relationships with adults and other children.	feelings and form positive relationships with adults and other children.
	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity.  They show sensitivity to others' needs and
	Children play cooperatively, taking turns with others. They take account of one another's	Children play cooperatively, taking turns with others. They take account of one another's	Children play cooperatively, taking turns with others. They take account of one another's	Children play cooperatively, taking turns with others. They take account of one another's	Children play cooperatively, taking turns with others. They take account of one another's	Children play cooperatively, taking turns with others. They take account of one another's
	children. ELG	Take steps to resolve conflicts with other children.  ELG	children.	children.	children.	children.
	Take steps to resolve conflicts with other		Take steps to resolve conflicts with other			







# behaviour

### EARLY YEARS DEVELOPMENT MATTERS

30-50

Aware of own feelings, and knows that some actions and words can hurt others feelings Begins to accept the needs of others and can take turns and share resources sometimes with support from others

Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met

Usually adapts behaviour to different events, social situations and changes in routine 40-60

# Understands that own actions affect other

Aware of the boundaries set, and of behavioural expectations in the setting Begins to be able to negotiate and solve problems without aggression

Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.

They work as part pf a group or class, and understand and follow their rules.

They adjust their behaviour to different situations and take changes of routine in their stride

#### **EXCEDDING**

Knows some ways to manage their feelings and begins to use these to maintain control Listens to each other's suggestions and plan how to achieve an outcome without adult help

Knows when and how to stand up for themselves

Stops and thinks before acting and waits for things they want

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### Skill coverage

Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'

Ideas on what might make people feel better when they are sad or cross.

Show concern and respect for others, living things and the environment.

Establish routines with predictable sequences and events.

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Establish routines with predictable sequences and events.



	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.
	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.
	Show a care for the environment.	Show a care for the environment.	Show a care for the environment.	Show a care for the environment.	Show a care for the environment.	Show a care for the environment.
	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.
	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.
COMMUNICATION	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
AND LANGUAGE –	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
Listening and	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
attention	Listens to others one to one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Focusing attention – still listen or do, but can shift own attention.  Is able to follow directions (if not intently focused on own 40-60  Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.  ELG  Children listen attentively in a range of situations.  They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  They give their attention to what others say and respond appropriately, while engaged in another activity.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Listens to others one to one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Focusing attention – still listen or do, but can shift own attention.  Is able to follow directions (if not intently focused on own 40-60  Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.  ELG  Children listen attentively in a range of situations.  They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  They give their attention to what others say and respond appropriately, while engaged in another activity.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own



	them accurately, asking for clarification if necessary They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group for example at assembly.  Skill coverage	them accurately, asking for clarification if necessary They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group for example at assembly.  Skill coverage	them accurately, asking for clarification if necessary They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group for example at assembly.  Skill coverage	them accurately, asking for clarification if necessary They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group for example at assembly.  Skill coverage	them accurately, asking for clarification if necessary They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group for example at assembly.  Skill coverage	Skill coverage
	( see core coverage)					
						Key Vocabulary
COMMUNICATION AND LANGUAGE –	Cornerstones Topic  WHY DO YOU LOVE ME SO MUCH?	Cornerstones Topic  WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	Cornerstones Topic  DID DRAGONS EXIST?	Cornerstones Topic  ARE EGGS ALIVE?	Cornerstones Topic WHY IS WATER WET?	Cornerstones Topic WHAT IS A SHADOW ?
UNDERSTANDING	EARLY YEARS DEVELOPMENT MATTERS 30-50  Understands use of objects (e.g. "What do we use to cut things?') Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. 40-60 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. ELG Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events EXCEEDING After listening to stories children can express views about events or characters in the story and answer questions about why things happened. 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AND LANGUAGE- SPEAKING	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50
JI LAKIITO	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Beginning to use more complex sentences to link thoughts (e.g. using and, because).
	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might	Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to connect ideas, explain what is happening and anticipate what might
	happen next, recall and relive past experiences.  Questions why things happen and gives	is happening and anticipate what might happen next, recall and relive past experiences.  Questions why things happen and gives	happen next, recall and relive past experiences.  Questions why things happen and gives	happen next, recall and relive past experiences.  Questions why things happen and gives	happen next, recall and relive past experiences.  Questions why things happen and gives	happen next, recall and relive past experiences.  Questions why things happen and gives
	explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play,	explanations. Asks e.g. who, what, when, how.	explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play,	explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play,	explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play,	explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play,
	playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.	Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to	playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.	playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.	playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.	playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.
	Uses vocabulary focused on objects and people that are of particular importance	make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance	Uses vocabulary focused on objects and people that are of particular importance	Uses vocabulary focused on objects and people that are of particular importance	Uses vocabulary focused on objects and people that are of particular importance	Uses vocabulary focused on objects and people that are of particular importance
	to them.  Builds up vocabulary that reflects the breadth of their experiences.	to them.  Builds up vocabulary that reflects the breadth of their experiences.	to them.  Builds up vocabulary that reflects the breadth of their experiences.	to them.  Builds up vocabulary that reflects the breadth of their experiences.	to them.  Builds up vocabulary that reflects the breadth of their experiences.	breadth of their experiences.
	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'
	40-60 Extends vocabulary, especially by grouping and naming, exploring the	40-60 Extends vocabulary, especially by grouping and naming, exploring the	40-60 Extends vocabulary, especially by grouping and naming, exploring the	40-60 Extends vocabulary, especially by grouping and naming, exploring the	40-60 Extends vocabulary, especially by grouping and naming, exploring the	40-60 Extends vocabulary, especially by grouping and naming, exploring the
	meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.
	Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and	Links statements and sticks to a main theme or intention.	Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and	Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and	Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and	Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and
	clarify thinking, ideas, feelings and events.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	clarify thinking, ideas, feelings and events.	clarify thinking, ideas, feelings and events.	clarify thinking, ideas, feelings and events.	clarify thinking, ideas, feelings and events.
1	Introduces a steruline or parrative into	I to an extreme the contract of the contract o	I Introduces a steruline or parrative into	Introduces a steruline or parrative into	I Introduces a steruline or parrative into	I Introduces a steruline or parrative into

Introduces a storyline or narrative into

Children express themselves effectively,

showing awareness of listeners' needs.

They use past, present and future forms

that have happened or are to happen in

They develop their own narratives and

accurately when talking about events

their play.

Introduces a storyline or narrative into

Children express themselves effectively,

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# ELG Children express themselves effectively,

their play.

Introduces a storyline or narrative into

Children express themselves effectively,

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their play.

the future.

showing awareness of listeners' needs.

They use past, present and future forms accurately when talking about events that have happened or are to happen in

Introduces a storyline or narrative into

the future.
They develop their own narratives and



	explanations by connecting ideas or events.  EXCEEDING  Children show some awareness of the listener by making changes to language and non-verbal features.  They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events	explanations by connecting ideas or events.  EXCEEDING  Children show some awareness of the listener by making changes to language and non-verbal features.  They recount experiences and imagine possibilities, often connecting ideas  They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events	explanations by connecting ideas or events.  EXCEEDING Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events	explanations by connecting ideas or events.  EXCEEDING Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events	explanations by connecting ideas or events.  EXCEEDING Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events	explanations by connecting ideas or events.  EXCEEDING  Children show some awareness of the listener by making changes to language and non-verbal features.  They recount experiences and imagine possibilities, often connecting ideas  They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events
	Skill coverage					
	( see core coverage)					
						Key Vocabulary
PHYSICAL	Cornerstones Topic					
DEVELOPMENT-	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
MOVING AND HANDLING	EARLY YEARS DEVELOPMENT MATTERS 30-50  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Mounts stairs, steps or climbing equipment using alternate feet.  Walks downstairs, two feet to each step while carrying a small object.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Can catch a large ball.  Draws lines and circles using gross motor movements.  Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Holds pencil near point between first two fingers and thumb and uses it with good control.  Can copy some letters, e.g. letters from their name	EARLY YEARS DEVELOPMENT MATTERS 30-50  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Mounts stairs, steps or climbing equipment using alternate feet.  Walks downstairs, two feet to each step while carrying a small object.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Can catch a large ball.  Draws lines and circles using gross motor movements.  Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Holds pencil near point between first two fingers and thumb and uses it with good control.  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Can copy some letters, e.g. letters from their name	EARLY YEARS DEVELOPMENT MATTERS 30-50  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Mounts stairs, steps or climbing equipment using alternate feet.  Walks downstairs, two feet to each step while carrying a small object.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can stand momentarily on one foot when shown.  Can catch a large ball.  Draws lines and circles using gross motor movements.  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Holds pencil near point between first two fingers and thumb and uses it with good control.  Can copy some letters, e.g. letters from their name





	<u>40-60</u>	40-60	40-60	40-60	40-60	40-60
	Experiments with different ways of	Experiments with different ways of	Experiments with different ways of	Experiments with different ways of	Experiments with different ways of	Experiments with different ways of
	moving.	moving.	moving.	moving.	moving.	moving.
	Jumps off an object and lands	Jumps off an object and lands	Jumps off an object and lands	Jumps off an object and lands	Jumps off an object and lands	Jumps off an object and lands
	appropriately.	appropriately.	appropriately.	appropriately.	appropriately.	appropriately.
	Negotiates space successfully when	Negotiates space successfully when	Negotiates space successfully when	Negotiates space successfully when	Negotiates space successfully when	Negotiates space successfully when
	playing racing and chasing games with	playing racing and chasing games with	playing racing and chasing games with	playing racing and chasing games with	playing racing and chasing games with	playing racing and chasing games with
	other children, adjusting speed or	other children, adjusting speed or	other children, adjusting speed or	other children, adjusting speed or	other children, adjusting speed or	other children, adjusting speed or
	changing direction to avoid obstacles.	changing direction to avoid obstacles.	changing direction to avoid obstacles.	changing direction to avoid obstacles.	changing direction to avoid obstacles.	changing direction to avoid obstacles.
	Travels with confidence and skill around,	Travels with confidence and skill around,	Travels with confidence and skill around,	Travels with confidence and skill around,	Travels with confidence and skill around,	Travels with confidence and skill around,
	under, over and through balancing and	under, over and through balancing and	under, over and through balancing and	under, over and through balancing and	under, over and through balancing and	under, over and through balancing and
	climbing equipment.	climbing equipment.	climbing equipment.	climbing equipment.	climbing equipment.	climbing equipment.
	Shows increasing control over an object	Shows increasing control over an object	Shows increasing control over an object	Shows increasing control over an object	Shows increasing control over an object	Shows increasing control over an object
	in pushing, patting, throwing, catching	in pushing, patting, throwing, catching	in pushing, patting, throwing, catching	in pushing, patting, throwing, catching	in pushing, patting, throwing, catching	in pushing, patting, throwing, catching
	or kicking it.	or kicking it.	or kicking it.	or kicking it.	or kicking it.	or kicking it.
	Uses simple tools to effect changes to	Uses simple tools to effect changes to	Uses simple tools to effect changes to	Uses simple tools to effect changes to	Uses simple tools to effect changes to	Uses simple tools to effect changes to
	materials.	materials.	materials.	materials.	materials.	materials.
	Handles tools, objects, construction and	Handles tools, objects, construction and	Handles tools, objects, construction and	Handles tools, objects, construction and	Handles tools, objects, construction and	Handles tools, objects, construction and
	malleable materials safely and with	malleable materials safely and with	malleable materials safely and with	malleable materials safely and with	malleable materials safely and with	malleable materials safely and with
	increasing control.	increasing control.	increasing control.	increasing control.	increasing control.	increasing control.
	Shows a preference for a dominant	Shows a preference for a dominant	Shows a preference for a dominant	Shows a preference for a dominant	Shows a preference for a dominant	Shows a preference for a dominant
	hand.	hand.	hand.	hand.	hand.	hand.
	Begins to use anticlockwise movement	Begins to use anticlockwise movement	Begins to use anticlockwise movement	Begins to use anticlockwise movement	Begins to use anticlockwise movement	Begins to use anticlockwise movement
	and retrace vertical lines.	and retrace vertical lines.	and retrace vertical lines.	and retrace vertical lines.	and retrace vertical lines.	and retrace vertical lines.
	Begins to form recognisable letters.	Begins to form recognisable letters.	Begins to form recognisable letters.	Begins to form recognisable letters.	Begins to form recognisable letters.	Begins to form recognisable letters.
	Uses a pencil and holds it effectively to	Uses a pencil and holds it effectively to	Uses a pencil and holds it effectively to	Uses a pencil and holds it effectively to	Uses a pencil and holds it effectively to	Uses a pencil and holds it effectively to
	form recognisable letters, most of which	form recognisable letters, most of which	form recognisable letters, most of which	form recognisable letters, most of which	form recognisable letters, most of which	form recognisable letters, most of which
	are correctly formed.	are correctly formed <u>.</u>	are correctly formed.	are correctly formed.	are correctly formed.	are correctly formed.
	<u>ELG</u>	ELG	<u>ELG</u>	ELG , -	ELG -	ELG
	Children show good control and co-	Children show good control and co-	Children show good control and co-	Children show good control and co-	Children show good control and co-	Children show good control and co-
	ordination in large and small	ordination in large and small	ordination in large and small	ordination in large and small	ordination in large and small	ordination in large and small
	movements.	movements.	movements.	movements.	movements.	movements.
	They move confidently in a range of	They move confidently in a range of	They move confidently in a range of	They move confidently in a range of	They move confidently in a range of	They move confidently in a range of
	ways, safely negotiating space.	ways, safely negotiating space.	ways, safely negotiating space.	ways, safely negotiating space.	ways, safely negotiating space.	ways, safely negotiating space.
	They handle equipment and tools	They handle equipment and tools	They handle equipment and tools	They handle equipment and tools	They handle equipment and tools	They handle equipment and tools
	effectively, including pencils for writing.	effectively, including pencils for writing.	effectively, including pencils for writing.	effectively, including pencils for writing.	effectively, including pencils for writing.	effectively, including pencils for writing.
	2	5. 2. 2. 2. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	and the second s	g constant of persons and persons and persons and persons and persons are a second persons and persons are a second person are a second pers		6
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING
	Children can hop confidently and skip in	Children can hop confidently and skip in	Children can hop confidently and skip in	Children can hop confidently and skip in	Children can hop confidently and skip in	Children can hop confidently and skip in
	time to music	time to music	time to music	time to music	time to music	time to music
	They hold paper in position and use	They hold paper in position and use	They hold paper in position and use	They hold paper in position and use	They hold paper in position and use	They hold paper in position and use
	their preferred hand for writing, using	their preferred hand for writing, using	their preferred hand for writing, using	their preferred hand for writing, using	their preferred hand for writing, using	their preferred hand for writing, using
	the correct pencil grip	the correct pencil grip	the correct pencil grip	the correct pencil grip	the correct pencil grip	the correct pencil grip
	They are beginning to be able to write	They are beginning to be able to write	They are beginning to be able to write	They are beginning to be able to write	They are beginning to be able to write	They are beginning to be able to write
	on lines and control letter size	on lines and control letter size	on lines and control letter size	on lines and control letter size	on lines and control letter size	on lines and control letter size
ļ	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
		PE	PE	PE	PE	PE
	<u>PE</u>	<del>-</del>	<u> </u>	-	-	<del>-</del>
	<del>-</del>					
		<u>DANCE</u>	DANCE	DANCE	DANCE	<u>DANCE</u>
	DANCE					





						Key Vocabulary		
DUVCICAL	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic		
PHYSICAL	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?		
<b>DEVELOPMENT-</b>	30 100 20122000011	BREAKFAST?	<u> </u>	<u> </u>	<u></u>	<u></u>		
<b>HEALTH AND</b>	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS		
SELF-CARE	<u>30-50</u>	30-50	30-50	30-50	30-50	30-50		
	Can tell adults when hungry or tired or when they want to rest or play.	Can tell adults when hungry or tired or when they want to rest or play.	Can tell adults when hungry or tired or when they want to rest or play.	Can tell adults when hungry or tired or when they want to rest or play.	Can tell adults when hungry or tired or when they want to rest or play.	Can tell adults when hungry or tired or when they want to rest or play.		
	Observes the effects of activity on their	Observes the effects of activity on their	Observes the effects of activity on their	Observes the effects of activity on their	Observes the effects of activity on their	Observes the effects of activity on their		
	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.		
	Understands that equipment and tools have to be used safely.	Understands that equipment and tools have to be used safely.	Understands that equipment and tools have to be used safely.	Understands that equipment and tools have to be used safely.	Understands that equipment and tools have to be used safely.	Understands that equipment and tools have to be used safely.		
	Gains more bowel and bladder control	Gains more bowel and bladder control	Gains more bowel and bladder control	Gains more bowel and bladder control	Gains more bowel and bladder control	Gains more bowel and bladder control		
	and can attend to toileting needs most	and can attend to toileting needs most	and can attend to toileting needs most	and can attend to toileting needs most	and can attend to toileting needs most	and can attend to toileting needs most		
	of the time themselves.  Can usually manage washing and drying	of the time themselves.  Can usually manage washing and drying	of the time themselves.  Can usually manage washing and drying	of the time themselves.  Can usually manage washing and drying	of the time themselves.  Can usually manage washing and drying	of the time themselves.  Can usually manage washing and drying		
	hands.	hands.	hands.	hands.	hands.	hands.		
	Dresses with help, e.g. puts arms into	Dresses with help, e.g. puts arms into	Dresses with help, e.g. puts arms into	Dresses with help, e.g. puts arms into	Dresses with help, e.g. puts arms into	Dresses with help, e.g. puts arms into		
	open-fronted coat or shirt when held up, pulls up own trousers, and pulls up	open-fronted coat or shirt when held up, pulls up own trousers, and pulls up	open-fronted coat or shirt when held up, pulls up own trousers, and pulls up	open-fronted coat or shirt when held up, pulls up own trousers, and pulls up	open-fronted coat or shirt when held up, pulls up own trousers, and pulls up	open-fronted coat or shirt when held up, pulls up own trousers, and pulls up		
	zipper once it is fastened at the bottom.	zipper once it is fastened at the bottom.	zipper once it is fastened at the bottom.	zipper once it is fastened at the bottom.	zipper once it is fastened at the bottom.	zipper once it is fastened at the bottom.		
	40-60	40-60	40-60	40-60	40-60	40-60		
	Eats a healthy range of foodstuffs and understands need for variety in food.	Eats a healthy range of foodstuffs and understands need for variety in food.	Eats a healthy range of foodstuffs and understands need for variety in food.	Eats a healthy range of foodstuffs and understands need for variety in food.	Eats a healthy range of foodstuffs and understands need for variety in food.	Eats a healthy range of foodstuffs and understands need for variety in food.		
	Usually dry and clean during the day.	Usually dry and clean during the day.	Usually dry and clean during the day.	Usually dry and clean during the day.	Usually dry and clean during the day.	Usually dry and clean during the day.		
	Shows some understanding that good	Shows some understanding that good	Shows some understanding that good	Shows some understanding that good	Shows some understanding that good	Shows some understanding that good		
	practices with regard to exercise, eating, sleeping and hygiene can contribute to	practices with regard to exercise, eating, sleeping and hygiene can contribute to	practices with regard to exercise, eating,	practices with regard to exercise, eating, sleeping and hygiene can contribute to	practices with regard to exercise, eating, sleeping and hygiene can contribute to	practices with regard to exercise, eating, sleeping and hygiene can contribute to		
	good health.	good health.	sleeping and hygiene can contribute to good health.	good health.	good health.	good health.		
	Shows understanding of the need for	Shows understanding of the need for	Shows understanding of the need for	Shows understanding of the need for	Shows understanding of the need for	Shows understanding of the need for		
	safety when tackling new challenges,	safety when tackling new challenges,	safety when tackling new challenges,	safety when tackling new challenges,	safety when tackling new challenges,	safety when tackling new challenges,		
	and considers and manages some risks. Shows understanding of how to	and considers and manages some risks. Shows understanding of how to	and considers and manages some risks. Shows understanding of how to	and considers and manages some risks. Shows understanding of how to	and considers and manages some risks. Shows understanding of how to	and considers and manages some risks. Shows understanding of how to		
	transport and store equipment safely.	transport and store equipment safely.	transport and store equipment safely.	transport and store equipment safely.	transport and store equipment safely.	transport and store equipment safely.		
	Practices some appropriate safety	Practices some appropriate safety	Practices some appropriate safety	Practices some appropriate safety	Practices some appropriate safety	Practices some appropriate safety		
	measures without direct supervision. Early Learning Goal	measures without direct supervision.  Early Learning Goal	measures without direct supervision.  Early Learning Goal	measures without direct supervision.  Early Learning Goal	measures without direct supervision. Early Learning Goal	measures without direct supervision.  Early Learning Goal		
	Children know the importance for good	Children know the importance for good	Children know the importance for good	Children know the importance for good	Children know the importance for good	Children know the importance for good		
	health of physical exercise, and a	health of physical exercise, and a	health of physical exercise, and a	health of physical exercise, and a	health of physical exercise, and a	health of physical exercise, and a		
	healthy diet, and talk about ways to	healthy diet, and talk about ways to	healthy diet, and talk about ways to	healthy diet, and talk about ways to	healthy diet, and talk about ways to	healthy diet, and talk about ways to keep healthy and safe. They manage		
	keep healthy and safe. They manage their own basic hygiene and personal	keep healthy and safe. They manage their own basic hygiene and personal	keep healthy and safe. They manage their own basic hygiene and personal	keep healthy and safe. They manage their own basic hygiene and personal	keep healthy and safe. They manage their own basic hygiene and personal	their own basic hygiene and personal		
	needs successfully, including dressing	needs successfully, including dressing	needs successfully, including dressing	needs successfully, including dressing	needs successfully, including dressing	needs successfully, including dressing		
	and going to the toilet independently.	and going to the toilet independently.	and going to the toilet independently.	and going to the toilet independently.	and going to the toilet independently.	and going to the toilet independently.		
	EXCEEDING  Children know about and can make	EXCEEDING Children know about and can make	EXCEEDING Children know about and can make	EXCEEDING Children know about and can make	EXCEEDING Children know about and can make	EXCEEDING Children know about and can make		
	healthy choices in relation to healthy	healthy choices in relation to healthy	healthy choices in relation to healthy	healthy choices in relation to healthy	healthy choices in relation to healthy	healthy choices in relation to healthy		
	eating and exercise	eating and exercise	eating and exercise	eating and exercise	eating and exercise	eating and exercise		
	They can dress and undress independently, successfully managing	They can dress and undress independently, successfully managing	They can dress and undress independently, successfully managing	They can dress and undress independently, successfully managing	They can dress and undress independently, successfully managing	They can dress and undress independently, successfully managing		
	fastening buttons or laces	fastening buttons or laces	fastening buttons or laces	fastening buttons or laces	fastening buttons or laces	fastening buttons or laces		





	Skill coverage  PE  DANCE  PSHE  Use and care for materials and use them independently  Explore and talk about what they are learning, valuing their ideas and ways of doing things.  Offer help with activities when asked but not before.  Feel confident.  Feel good about their own success	Skill coverage PE  DANCE  PSHE  Use and care for materials and use them independently  Explore and talk about what they are learning, valuing their ideas and ways of doing things.  Offer help with activities when asked but not before.  Feel confident.  Feel good about their own success	Skill coverage PE  DANCE  PSHE  Use and care for materials and use them independently  Explore and talk about what they are learning, valuing their ideas and ways of doing things.  Offer help with activities when asked but not before.  Feel confident.  Feel good about their own success	Skill coverage PE  DANCE  PSHE  Use and care for materials and use them independently  Explore and talk about what they are learning, valuing their ideas and ways of doing things.  Offer help with activities when asked but not before.  Feel confident.  Feel good about their own success	Skill coverage PE  DANCE  PSHE  Use and care for materials and use them independently  Explore and talk about what they are learning, valuing their ideas and ways of doing things.  Offer help with activities when asked but not before.  Feel confident.  Feel good about their own success	Skill coverage PE  DANCE  PSHE  Use and care for materials and use them independently  Explore and talk about what they are learning, valuing their ideas and ways of doing things.  Offer help with activities when asked but not before.  Feel confident.  Feel good about their own success
LITERACY- READING	Cornerstones Topic  WHY DO YOU LOVE ME SO MUCH?  EARLY YEARS DEVELOPMENT MATTERS 30-50  Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small	Cornerstones Topic  WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?  EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small	Cornerstones Topic  DID DRAGONS EXIST?  EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small	Cornerstones Topic  ARE EGGS ALIVE?  EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small	Cornerstones Topic  WHY IS WATER WET?  EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small	Cornerstones Topic  WHAT IS A SHADOW?  EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small
	groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.



Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles\_books carefully. Knows information can be relayed in the

form of print. Holds books the correct way up and

turns pages.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

#### <u>40-60</u>

Continues a rhyming string. Hears and says the initial sound in

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular

They demonstrate understanding when talking with others about what they have read.

### **EXCEEDING**

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency

They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

They can describe the main events in the simple stories they have read.

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Skill coverage	Skill coverage	ł				
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						Key Vocabulary
	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
ITERACY-	<u>comerstones ropic</u>	<u>Cornerstones ropic</u>	Cornerstones Topic	Cornerstones Topic	<u>Cornerstones Topic</u>	<u>cornerstones ropic</u>
VRITING	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATT
	30-50 Sometimes gives meaning to marks as	30-50 Sometimes gives meaning to marks as	30-50 Sometimes gives meaning to marks as	30-50 Sometimes gives meaning to marks as	30-50 Sometimes gives meaning to marks as	30-50 Sometimes gives meaning to marks
	they draw and paint.	they draw and paint.	they draw and paint.	they draw and paint.	they draw and paint.	they draw and paint.
	Ascribes meanings to marks that they see in different places	Ascribes meanings to marks that they see in different places	Ascribes meanings to marks that they see in different places	Ascribes meanings to marks that they see in different places	Ascribes meanings to marks that they see in different places	Ascribes meanings to marks that the see in different places
	40-60 Gives meaning to marks they make as	40-60	40-60 Gives meaning to marks they make as	40-60	40-60 Gives meaning to marks they make as	40-60 Gives meaning to marks they make
	they draw, write and paint.  Begins to break the flow of speech into	Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into	they draw, write and paint.  Begins to break the flow of speech into	Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into	they draw, write and paint.  Begins to break the flow of speech into	they draw, write and paint.  Begins to break the flow of speech in
	words.	words.	words.	words.	words.	words.
	Continues a rhyming string.	Continues a rhyming string.	Continues a rhyming string.	Continues a rhyming string.	Continues a rhyming string.	Continues a rhyming string.
	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.
	Can segment the sounds in simple words	Can segment the sounds in simple words	Can segment the sounds in simple words	Can segment the sounds in simple words	Can segment the sounds in simple words	Can segment the sounds in simple v
	and blend them together.	and blend them together.	and blend them together.	and blend them together.	and blend them together.	and blend them together.
	Links sounds to letters, naming and	Links sounds to letters, naming and	Links sounds to letters, naming and	Links sounds to letters, naming and	Links sounds to letters, naming and	Links sounds to letters, naming and
	sounding the letters of the alphabet. Uses some clearly identifiable letters to	sounding the letters of the alphabet. Uses some clearly identifiable letters to	sounding the letters of the alphabet. Uses some clearly identifiable letters to	sounding the letters of the alphabet. Uses some clearly identifiable letters to	sounding the letters of the alphabet. Uses some clearly identifiable letters to	sounding the letters of the alphabet Uses some clearly identifiable letter
	communicate meaning, representing	communicate meaning, representing	communicate meaning, representing	communicate meaning, representing	communicate meaning, representing	communicate meaning, representing
	some sounds correctly and in sequence.	some sounds correctly and in sequence.	some sounds correctly and in sequence.	some sounds correctly and in sequence.	some sounds correctly and in sequence.	some sounds correctly and in seque
	Writes own name and other things such	Writes own name and other things such	Writes own name and other things such	Writes own name and other things such	Writes own name and other things such	Writes own name and other things
	as labels, captions.  Attempts to write short sentences in	as labels, captions. Attempts to write short sentences in	as labels, captions. Attempts to write short sentences in	as labels, captions. Attempts to write short sentences in	as labels, captions. Attempts to write short sentences in	as labels, captions. Attempts to write short sentences i
	meaningful contexts	meaningful contexts	meaningful contexts	meaningful contexts	meaningful contexts	meaningful contexts
	<u>ELG</u>	<u>ELG</u>	ELG	ELG	ELG	ELG
	Children use their phonic knowledge to	Children use their phonic knowledge to write words in ways which match their	Children use their phonic knowledge to	Children use their phonic knowledge to	Children use their phonic knowledge to	Children use their phonic knowledg
	write words in ways which match their spoken sounds.	spoken sounds.	write words in ways which match their spoken sounds.	write words in ways which match their spoken sounds.	write words in ways which match their spoken sounds.	write words in ways which match the spoken sounds.
	They also write some irregular common	They also write some irregular common	They also write some irregular common	They also write some irregular common	They also write some irregular common	They also write some irregular com
	words.	words.	words.	words.	words.	words.
	They write simple sentences which can be read by themselves and others.	They write simple sentences which can be read by themselves and others.	They write simple sentences which can be read by themselves and others.	They write simple sentences which can be read by themselves and others.	They write simple sentences which can be read by themselves and others.	They write simple sentences which be read by themselves and others.
	Some words are spelt correctly and	Some words are spelt correctly and	Some words are spelt correctly and	Some words are spelt correctly and	Some words are spelt correctly and	Some words are spelt correctly and
	others are phonetically plausible	others are phonetically plausible	others are phonetically plausible	others are phonetically plausible	others are phonetically plausible	others are phonetically plausible
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING
	Children can spell phonically regular words of more than one syllable as well	Children can spell phonically regular words of more than one syllable as well	Children can spell phonically regular words of more than one syllable as well	Children can spell phonically regular words of more than one syllable as well	Children can spell phonically regular words of more than one syllable as well	Children can spell phonically regula words of more than one syllable as
	as many irregular but high frequency	as many irregular but high frequency	as many irregular but high frequency	as many irregular but high frequency	as many irregular but high frequency	as many irregular but high frequence
	words.	words.	words.	words.	words.	words.
	They use key features of narrative in	They use key features of narrative in	They use key features of narrative in	They use key features of narrative in	They use key features of narrative in	They use key features of narrative in
	their own writing.  Skill coverage	their own writing  Skill coverage	their own writing  Skill coverage	their own writing Skill coverage	their own writing  Skill coverage	their own writing Skill coverage
	<u>Skiii coverage</u>	Skill coverage	Skill Coverage	Skiii COVCTUBE	<u>Skiii Coverage</u>	Skill COVETURE





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						Key Vocabulary
<b>MATHEMATICS-</b>	Cornerstones Topic					
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW?
NUMBERS		BREAKFAST?				
	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTER:				
	30-50	30-50	30-50	30-50	30-50	30-50
	Uses some number names and number					
	language spontaneously.					
	Uses some number names accurately in					
	play.	play.	play.	play.	play.	play.
	Recites numbers in order to 10.  Knows that numbers identify how many	Recites numbers in order to 10. Knows that numbers identify how many	Recites numbers in order to 10.  Knows that numbers identify how many	Recites numbers in order to 10. Knows that numbers identify how many	Recites numbers in order to 10. Knows that numbers identify how many	Recites numbers in order to 10.  Knows that numbers identify how many
	objects are in a set.					
	Beginning to represent numbers using					
	fingers, marks on paper or pictures.					
	Sometimes matches numeral and					
	quantity correctly.  Shows curiosity about numbers by	quantity correctly. Shows curiosity about numbers by	quantity correctly. Shows curiosity about numbers by	quantity correctly. Shows curiosity about numbers by	quantity correctly. Shows curiosity about numbers by	quantity correctly.  Shows curiosity about numbers by
	offering comments or asking questions.					
	Compares two groups of objects, saying					
	when they have the same number.					
	Shows an interest in number problems.					
	Separates a group of three or four					
	objects in different ways, beginning to recognise that the total is still the same.	objects in different ways, beginning to recognise that the total is still the same.	objects in different ways, beginning to recognise that the total is still the same.	objects in different ways, beginning to recognise that the total is still the same.	objects in different ways, beginning to recognise that the total is still the same.	objects in different ways, beginning to recognise that the total is still the same.
	Shows an interest in numerals in the					
	environment.	environment.	environment.	environment.	environment.	environment.
	Shows an interest in representing					
	numbers.	numbers.	numbers.	numbers.	numbers.	numbers.
	Realises not only objects, but anything	Realises not only objects, but anything	Realises not only objects, but anything	Realises not only objects, but anything can be counted, including steps, claps or	Realises not only objects, but anything	Realises not only objects, but anything can be counted, including steps, claps or
	can be counted, including steps, claps or jumps	can be counted, including steps, claps or jumps	can be counted, including steps, claps or jumps	jumps	can be counted, including steps, claps or jumps	jumps
	<u>40-60</u>	<u>40-60</u>	40-60	<u>40-60</u>	<u>40-60</u>	40-60
	Recognise some numerals of personal					
	significance.	significance.	significance.	significance.	significance.	significance.
	Recognises numerals 1 to 5.					
	Counts up to three or four objects by saying one number name for each item.	Counts up to three or four objects by saying one number name for each item.	Counts up to three or four objects by saying one number name for each item.	Counts up to three or four objects by saying one number name for each item.	Counts up to three or four objects by saying one number name for each item.	Counts up to three or four objects by saying one number name for each item.
	Counts actions or objects which cannot					
	be moved.					
	Counts objects to 10, and beginning to					
	count beyond 10.					
	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a
	larger group. Selects the correct numeral to represent	larger group. Selects the correct numeral to represent	larger group. Selects the correct numeral to represent	larger group. Selects the correct numeral to represent	larger group. Selects the correct numeral to represent	larger group. Selects the correct numeral to represent
	1 to 5, then 1 to 10 objects.	1 to 5, then 1 to 10 objects.	1 to 5, then 1 to 10 objects.	1 to 5, then 1 to 10 objects.	1 to 5, then 1 to 10 objects.	1 to 5, then 1 to 10 objects.
	Counts an irregular arrangement of up					
	to ten objects.					
	Estimates how many objects they can					
	see and checks by counting them. Uses the language of 'more' and 'fewer'	see and checks by counting them.	see and checks by counting them. Uses the language of 'more' and 'fewer'			
	oses the language of more and fewer	Uses the language of 'more' and 'fewer'	Loses the language of more and fewer			



to compare two sets of objects.
Finds the total number of items in two groups by counting all of them.
Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

#### ELG

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### **EXCEEDING**

**Skill coverage** 

**MATHEMATICS-**

**SHAPES, SPACE** 

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.

to compare two sets of objects.
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#### **EXCEEDING**

**Skill coverage** 

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.

**BREAKFAST?** 

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Begins to identify own mathematical problems based on own interests and fascinations.

#### ELG

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### **EXCEEDING**

**Skill coverage** 

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.

to compare two sets of objects.
Finds the total number of items in two groups by counting all of them.
Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain

Begins to identify own mathematical problems based on own interests and fascinations.

#### <u>ELG</u>

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### **EXCEEDING**

**Skill coverage** 

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( see core coverage)	( see core coverage)	( see core coverage)	( see core coverage)	( see core coverage)	( see core coverage)	
					Key Vocabulary	
Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	
WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?	





# **AND MEASURES**

# EARLY YEARS DEVELOPMENT MATTERS

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Shows awareness of similarities of shapes in the environment.

Uses positional language.

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Shows interest in shapes in the environment.

Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

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### <u>40-60</u>

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'.

Orders two or three items by length or height.

Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to time. Beginning to use everyday language related to money.

Orders and sequences familiar events. Measures short periods of time in simple ways

#### ELG

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them

#### **EXCEEDING**

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

# EARLY YEARS DEVELOPMENT MATTERS

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Shows awareness of similarities of

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They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

#### **EXCEEDING**

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

# EARLY YEARS DEVELOPMENT MATTERS 30-50

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Shows awareness of similarities of shapes in the environment.

Uses positional language.

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Shows interest in shapes in the environment.

Uses shapes appropriately for tasks.
Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

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#### <u>40-60</u>

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or

height.
Orders two items by weight or capacity.
Uses familiar objects and common
shapes to create and recreate patterns

and build models.
Uses everyday language related to time.
Beginning to use everyday language
related to money.

Orders and sequences familiar events.

Measures short periods of time in simple ways

#### FLG

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe

#### **EXCEEDING**

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.





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	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	<u> </u>	<u>Skiii coverage</u>	Skiii coverage	<u>Skiii coverage</u>	<u>Skiii coverage</u>	<u>Skiii coverage</u>
	( see core coverage)	( see core coverage)		( see core coverage)	( see core coverage)	
			( see core coverage)			( see core coverage)
						Key Vocabulary
LINDEDCTANDING	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
UNDERSTANDING						
THE WORLD	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
THE WORLD-		BREAKFAST?				
DECOLE AND						
PEOPLE AND						
	EARLY YEARS DEVELOPMENT MATTERS					
COMMUNITIES	30-50	30-50 Shows interest in the lives of people	30-50	30-50 Shows interest in the lives of people		
	Shows interest in the lives of people who are familiar to them.	who are familiar to them.	Shows interest in the lives of people who are familiar to them.	who are familiar to them.		
	Remembers and talks about significant					
	events in their own experience.					
	Recognises and describes special times					
	or events for family or friends.					
	Shows interest in different occupations					
	and ways of life.					
	Knows some of the things that make					
	them unique, and can talk about some					
	of the similarities and differences in					
	relation to friends or family.					
	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>		
	Enjoys joining in with family customs					
	and routines.	and routines.	and routines.	and routines.		
	ELG	ELG	ELG	ELG		
	Children talk about past and present					
	events in their own lives and in the lives	events in their own lives and in the lives	events in their own lives and in the lives	events in their own lives and in the lives		
	of family members. They know that					
	other children don't always enjoy the					
	same things, and are sensitive to this. They know about similarities and	same things, and are sensitive to this. They know about similarities and	same things, and are sensitive to this. They know about similarities and	same things, and are sensitive to this. They know about similarities and		
	differences between themselves and					
	others, and among families,					
	communities and traditions.	communities and traditions.	communities and traditions.	communities and traditions.		
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING		
	Children know the difference between					
	past and present events in their own					
	lives and some reasons why people lives					
	were different in the past.					
	They know that other children have					
	different likes and dislikes and that they					
<u> </u>					<u> </u>	1



They understand that different people have different beliefs, attitudes,	may be good at different things.  They understand that different people have different beliefs, attitudes,	may be good at different things.  They understand that different people have different beliefs, attitudes,	may be good at different things.  They understand that different people have different beliefs, attitudes,		
· · · · · · · · · · · · · · · · · · ·	customs and traditions and why it is important to treat them with respect	customs and traditions and why it is important to treat them with respect	customs and traditions and why it is important to treat them with respect		
Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	HISTORY Chronological Understanding	GEOGRAPHY	HISTORY Chronological Understanding	GEOGRAPHY	GEOGRAPHY
Remembers and talk about significant	Remembers and talk about significant events in their own experience.	Name and locate characteristics of the local area/ where they live.	Remembers and talk about significant events in their own experience.	Name and locate characteristics of the local area/ where they live.	Name and locate characteristics of the local area/ where they live.
	Recognises and describes special times or events for family or friends.	Name the town and country they live in. Begin to use basic vocabulary	Recognises and describes special times or events for family or friends.	Name the town and country they live in. Begin to use basic vocabulary	Name the town and country they live in.
	Enjoys joining in with family customs and routines		Enjoys joining in with family customs and routines		Begin to use basic vocabulary
events in their own lives and in the lives	Children talk about past and present events in their own lives and in the lives of family members		Children talk about past and present events in their own lives and in the lives of family members		
passing of time	Use words and phrases that describe the passing of time		Use words and phrases that describe the passing of time		
Tell others about things that happened	Knowledge and Understanding Put up to three objects in chronological		Knowledge and Understanding Put up to three objects in chronological		
	order Use words and phrases that describe the		order Use words and phrases that describe the		
different in my life from that of my	passing of time		passing of time		
6. s	Appreciate that some famous people have helped our lives be better today		Appreciate that some famous people have helped our lives be better today		
	Begin to identify the main differences between old and new objects		Begin to identify the main differences between old and new objects		
Answer questions using an artefact/ photograph provided	Identify objects from the past, such as		Identify objects from the past, such as		
GEOGRAPHY	old toys  Give examples of things that are		old toys  Give examples of things that are		
Name and locate characteristics of the	different in my life from that of my grandparents when they were young		different in my life from that of my grandparents when they were young		
	<u>Historical enquiry</u> Comment and ask questions about		Historical enquiry Comment and ask questions about		
	aspects of my familiar world such as the		aspects of my familiar world such as the		
	place where I live or the natural world Closely at similarities, differences, patterns and change		place where I live or the natural world Closely at similarities, differences, patterns and change		
	Make observations of animals and plants and explain why some things occur, and		Make observations of animals and plants and explain why some things occur, and		



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		talk about changes Ask and answer questions about old and new objects		talk about changes Ask and answer questions about old and new objects		
		Spot old and new things in a picture		Spot old and new things in a picture		
		Answer questions using an artefact/ photograph provided		Answer questions using an artefact/ photograph provided		
		Give a plausible explanation about what an object was used for in the past		Give a plausible explanation about what an object was used for in the past		
						Key Vocabulary
UNDERSTANDING	Cornerstones Topic	Cornerstones Topic				
THE WORLD- THE	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW?
WORLD	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS				
	30-50 Comments and asks questions about	30-50 Comments and asks questions about	30-50 Comments and asks questions about	30-50 Comments and asks questions about	30-50 Comments and asks questions about	30-50 Comments and asks questions about
	aspects of their familiar world such as the place where they live or the natural	aspects of their familiar world such as the place where they live or the natural	aspects of their familiar world such as the place where they live or the natural	aspects of their familiar world such as the place where they live or the natural	aspects of their familiar world such as the place where they live or the natural	aspects of their familiar world such as the place where they live or the natural
	world. Can talk about some of the things they have observed such as plants, animals,	world. Can talk about some of the things they have observed such as plants, animals,	world. Can talk about some of the things they have observed such as plants, animals,	world. Can talk about some of the things they have observed such as plants, animals,	world.  Can talk about some of the things they have observed such as plants, animals,	world.  Can talk about some of the things they have observed such as plants, animals,
	natural and found objects.	natural and found objects.				
	Talks about why things happen and how things work.	Talks about why things happen and how things work.	Talks about why things happen and how things work.	Talks about why things happen and how things work.	Talks about why things happen and how things work.	Talks about why things happen and how things work.
	Developing an understanding of growth, decay and changes over time.	Developing an understanding of growth, decay and changes over time.	Developing an understanding of growth, decay and changes over time.	Developing an understanding of growth, decay and changes over time.	Developing an understanding of growth, decay and changes over time.	Developing an understanding of growth decay and changes over time.
	Shows care and concern for living things	Shows care and concern for living things				
	and the environment 40-60	and the environment 40-60				
	Looks closely at similarities, differences,	Looks closely at similarities, differences				
	patterns and change ELG	patterns and change ELG	patterns and change ELG	patterns and change <b>ELG</b>	patterns and change <u><b>ELG</b></u>	patterns and change <b>ELG</b>
	Children know about similarities and	Children know about similarities and				
	differences in relation to places, objects,	differences in relation to places, objects				

materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one

They make observations of animals and plants and explain why some things occur, and talk about changes

#### **EXCEEDING**

Children know that the environment and living things are influenced by human activity.

They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for.

They are familiar with basic scientific concepts such as floating and sinking, experimentation.

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	Science Animals including humans Talk about some of the things they have observed  make observations of animals and plants and explain why some things occur, and talk about changes.  Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  Looks closely at similarities, differences, patterns and change.  All living things and their habitats Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects Children know about similarities and differences in relation to places, objects, materials and living things	Science Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change.  Everyday Materials Children know about similarities and differences in relation to places, objects, materials and living things	Science Animals including humans Talk about some of the things they have observed  make observations of animals and plants and explain why some things occur, and talk about changes.  All living things and their habitats Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects Children know about similarities and differences in relation to places, objects, materials and living things	Skill coverage  SCIENCE Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change  Animals including humans Talk about some of the things they have observed  make observations of animals and plants and explain why some things occur, and talk about changes.  All living things and their habitats Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects Children know about similarities and differences in relation to places, objects, materials and living things	Science Everyday Materials Children know about similarities and differences in relation to places, objects, materials and living things	Skill coverage  SCIENCE Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change  Everyday Materials Children know about similarities and differences in relation to places, objects, materials and living things
UNDERSTANDING THE WORLD- TECHNOLOGY	Cornerstones Topic WHY DO YOU LOVE ME SO MUCH?	Cornerstones Topic WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	Cornerstones Topic DID DRAGONS EXIST?	Cornerstones Topic ARE EGGS ALIVE?	Cornerstones Topic WHY IS WATER WET?	Cornerstones Topic WHAT IS A SHADOW?
	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys



with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images.

Knows that information can be retrieved from computers

#### 40-60

Completes a simple program on a computer.

Uses ICT hardware to interact with ageappropriate computer software.

#### <u>ELG</u>

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

#### **EXCEEDING**

Skill coverage

Children find out about and use a range of everyday technology.

They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Know how to turn the computer on

with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images.

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Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

#### **EXCEEDING**

Skill coverage

Children find out about and use a range of everyday technology.

They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Know how to turn the computer on

COMPUTING	COMPUTING	COMPUTING	COMPUTING	COMPUTING	COMPUTING	
Knows that different keys have different consequences						
Can appreciate ways of sorting items (colour, size)	Can appreciate ways of sorting items (colour, size)	Can appreciate ways of sorting items (colour, size)	Can appreciate ways of sorting items (colour, size)	Can appreciate ways of sorting items (colour, size)	Can appreciate ways of sorting items (colour, size)	
Know how things should be filed/stored/tidied						
Can retrieve something from a specific place						
Understand the link between the mouse and the screen.	Understand the link between the mouse and the screen.	Understand the link between the mouse and the screen.	Understand the link between the mouse and the screen.	Understand the link between the mouse and the screen.	Understand the link between the mouse and the screen.	
Know how to log onto school network.						
Know what login to use.						





	1					
	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly
						Key Vocabulary
<b>EXPRESSIVE ARTS</b>	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
AND DESIGN-	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW?
<b>EXPLORING AND</b>						
<b>USING MEDIA</b>	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys joining in with dancing and ring	30-50 Enjoys joining in with dancing and ring	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys joining in with dancing and ring	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys joining in with dancing and ring	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys joining in with dancing and ring	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys joining in with dancing and ring
AND MATERIALS	games.	games.	games.	games.	games.	games.
AND MATERIALS	Sings a few familiar songs.  Beginning to move rhythmically.	Sings a few familiar songs.  Beginning to move rhythmically.	Sings a few familiar songs.  Beginning to move rhythmically.	Sings a few familiar songs.  Beginning to move rhythmically.	Sings a few familiar songs.  Beginning to move rhythmically.	Sings a few familiar songs.  Beginning to move rhythmically.
	Imitates movement in response to music.	Imitates movement in response to music.	Imitates movement in response to music.	Imitates movement in response to music.	Imitates movement in response to music.	Imitates movement in response to music.
	Taps out simple repeated rhythms.	Taps out simple repeated rhythms.	Taps out simple repeated rhythms.	Taps out simple repeated rhythms.	Taps out simple repeated rhythms.	Taps out simple repeated rhythms.
	Explores and learns how_sounds can be changed.	Explores and learns how_sounds can be changed.	Explores and learns how_sounds can be changed.	Explores and learns how_sounds can be changed.	Explores and learns how_sounds can be changed.	Explores and learns how_sounds can be changed.
	Explores colour and how colours can be	Explores colour and how colours can be	Explores colour and how colours can be	Explores colour and how colours can be	Explores colour and how colours can be	Explores colour and how colours can be
	changed. Understands that they can use lines to	changed. Understands that they can use lines to	changed. Understands that they can use lines to	changed. Understands that they can use lines to	changed. Understands that they can use lines to	changed. Understands that they can use lines to
	enclose a space, and then begin to use these shapes to represent objects.	enclose a space, and then begin to use these shapes to represent objects.	enclose a space, and then begin to use these shapes to represent objects.	enclose a space, and then begin to use these shapes to represent objects.	enclose a space, and then begin to use these shapes to represent objects.	enclose a space, and then begin to use these shapes to represent objects.
	Beginning to be interested in and	Beginning to be interested in and	Beginning to be interested in and	Beginning to be interested in and	Beginning to be interested in and	Beginning to be interested in and
	describe the texture of things. Uses various construction materials.	describe the texture of things. Uses various construction materials.	describe the texture of things. Uses various construction materials.	describe the texture of things. Uses various construction materials.	describe the texture of things. Uses various construction materials.	describe the texture of things. Uses various construction materials.
	Beginning to construct, stacking blocks	Beginning to construct, stacking blocks	Beginning to construct, stacking blocks	Beginning to construct, stacking blocks	Beginning to construct, stacking blocks	Beginning to construct, stacking blocks
	vertically and horizontally, making enclosures and creating spaces.	vertically and horizontally, making enclosures and creating spaces.	vertically and horizontally, making enclosures and creating spaces.	vertically and horizontally, making enclosures and creating spaces.	vertically and horizontally, making enclosures and creating spaces.	vertically and horizontally, making enclosures and creating spaces.
	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.
	Realises tools can be used for a	Realises tools can be used for a	Realises tools can be used for a	Realises tools can be used for a	Realises tools can be used for a	Realises tools can be used for a
	purpose. <b>40-60</b>	purpose. 40-60	purpose. 40-60	purpose. <u>40-60</u>	purpose. <u>40-60</u>	purpose. 40-60
	Begins to build a repertoire of songs and	Begins to build a repertoire of songs and	Begins to build a repertoire of songs and	Begins to build a repertoire of songs and	Begins to build a repertoire of songs and	Begins to build a repertoire of songs and
	dances. Explores the different sounds of	dances. Explores the different sounds of	dances. Explores the different sounds of	dances. Explores the different sounds of	dances. Explores the different sounds of	dances. Explores the different sounds of
	instruments. Explores what happens when they mix	instruments. Explores what happens when they mix	instruments. Explores what happens when they mix	instruments. Explores what happens when they mix	instruments. Explores what happens when they mix	instruments. Explores what happens when they mix
	colours.	colours.	colours.	colours.	colours.	colours.
	Experiments to create different textures.  Understands that different media can be	Experiments to create different textures. Understands that different media can be	Experiments to create different textures. Understands that different media can be	Experiments to create different textures. Understands that different media can be	Experiments to create different textures. Understands that different media can be	Experiments to create different textures. Understands that different media can be
	combined to create new effects.	combined to create new effects.	combined to create new effects.	combined to create new effects.	combined to create new effects.	combined to create new effects.
	Manipulates materials to achieve a planned effect.	Manipulates materials to achieve a planned effect.	Manipulates materials to achieve a planned effect.	Manipulates materials to achieve a planned effect.	Manipulates materials to achieve a planned effect.	Manipulates materials to achieve a planned effect.
	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.
	Uses simple tools and techniques	Uses simple tools and techniques	Uses simple tools and techniques	Uses simple tools and techniques	Uses simple tools and techniques	Uses simple tools and techniques
	competently and appropriately.	competently and appropriately.	competently and appropriately.	competently and appropriately.	competently and appropriately.	competently and appropriately.



Selects appropriate resources and adapts work where necessary.
Selects tools and techniques needed to shape, assemble and join materials they are using.

#### ELG

Children sing songs, make music and dance, and experiment with ways of changing them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### **EXCEEDING**

Children develop their own ideas through selecting and using materials and working on processes that interest them.

Through their explorations thy find out and make decisions about how media and materials can be combined and changed

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#### Skill coverage

#### ART Drawing

Use lines to create simple representations.

Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.

Use and begin to control a range of media.

Draw on different surfaces and coloured paper.

Produce lines of different thickness and tone using a pencil.

Start to produce different patterns and textures from observations, imagination and illustrations.

Look and talk about what they have produced, describing simple techniques and media used.

#### <u>Painting</u>

Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.

Recognise and name the primary colours being used.

### Skill coverage

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### Skill coverage

#### <u>ART</u> Sculpture

Handling, feeling, manipulating materials

Constructing and building from simple objects

Able to shape and model simply from observation and imagination Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc Look and talk about what they have produced, describing simple techniques and media used.

#### <u>Textiles</u>

Handles and manipulates materials such as threads, cottons, wool, raffia, grass

Is aware of colour, texture and shape

#### D&T Designing

MAKING

Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

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Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.

Recognise and name the primary colours being used.





Use colours for a purpose.

Explore working with powder and ready mixed paint on different surfaces and in different ways.

Look and talk about what they have produced, describing simple techniques and media used.

Use paint to represent ideas, thoughts and feelings

#### D&T

#### Designing

Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

#### MAKING

Uses various construction materials.

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Joins construction pieces together to build and balance.

Realises tools can be used for a purpose

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

Selects tools and techniques needed to shape, assemble and join materials they are using

**Early Learning Goal** They safely use and explore a variety of materials, tools and techniques,

#### **EVALUATING**

With support selects appropriate resources

Selects appropriate resources and adapts work where necessary.

#### **Technical Knowledge**

Pupils begin to recognise that a range of technology is used in places such as homes and schools.

They begin to show an interest in toys with buttons and flaps.

Pupils recognise a range of

Use colours for a purpose.

Explore working with powder and ready mixed paint on different surfaces and in different ways.

#### **Printmaking**

Enjoy taking rubbings: leaf, brick, coin.

Create simple mono prints using a range of printing utensils/objects.

Develop simple patterns by using objects.

Look and talk about what they have produced, describing simple techniques and media used.

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Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Pupils understand the simple working characteristics of materials and components

### MUSIC

Nursery

**Listening** Enjoys joining in with dancing and ring games

Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.

Use colours for a purpose.

Explore working with powder and ready mixed paint on different surfaces and in different ways.

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Pupils understand the simple working characteristics of materials and components

#### **MUSIC**

#### Nursery

**Listening** Enjoys joining in with dancing and ring games

Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.

Performing and Singing Sings Nursery and Action Rhymes and a few familiar songs

**Rhythm and Pulse** Beginning to move rhythmically. Makes up rhythms

**Notation** Recognise that print/symbols have meaning (Reading link)

**Appreciation** Expresses preferences (PSE link)

#### Reception

**Listening** Listen and respond to a piece of music.

**Composing** They represent their own ideas, thoughts and feelings through music

**Vocabulary** Describe music they listen to in simple terms, e.g. fast, slow, loud etc

Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.

**Rhythm and Pulse** Copy a simple rhythm by clapping or using percussion.

**Notation** Begin to represent sounds with drawings. Know when to start and stop from visual clues.

**Appreciation** Talk confidently about likes and dislikes (PSE link)

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# Food preparation, cooking and nutrition

Eats a healthy range of foodstuffs and understands need for variety in food.

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Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

#### ELG-

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

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IMAGINATIVE	Developing preferences for forms of expression.  Uses movement to express feelings.  Creates movement in response to music.  Sings to self and makes up simple songs.  Makes up rhythms.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Engages in imaginative role-play based on own first-hand experiences.  Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  Uses available resources to create props to support role-play.  Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  40-60  Create simple representations of events, people and objects.  Initiates new combinations of	30-50 Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 40-60 Create simple representations of events, people and objects. Initiates new combinations of	30-50 Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 40-60 Create simple representations of events, people and objects.	30-50 Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 40-60 Create simple representations of events, people and objects.	30-50 Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 40-60 Create simple representations of events, people and objects.	30-50 Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 40-60 Create simple representations of events, people and objects.



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Chooses particular colours to use for a purpose.

Introduces a storyline or narrative into their play.

Plays alongside other children who are engaged in the same theme.

Plays cooperatively as part of a group to develop and act out a narrative.

#### <u>ELG</u>

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

#### **EXCEEDING**

Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.

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## Skill coverage

#### **Drawing**

Use lines to create simple representations.

Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.

Use and begin to control a range of

Draw on different surfaces and coloured

Produce lines of different thickness and tone using a pencil.

Start to produce different patterns and textures from observations, imagination and illustrations.

Look and talk about what they have produced, describing simple techniques and media used.

#### **Skill coverage**

#### ART **Drawing**

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Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.

Recognise and name the primary colours being used.

Use colours for a purpose.

Explore working with powder and ready mixed paint on different surfaces and in different ways.

Look and talk about what they have produced, describing simple techniques and media used.

Use paint to represent ideas, thoughts and feelings

#### Designing

Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

#### MAKING

Uses various construction materials.

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Joins construction pieces together to build and balance.

Realises tools can be used for a purpose

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

Selects tools and techniques needed to shape, assemble and join materials they are using

Early Learning Goal They safely use and explore a variety of materials, tools and techniques,

#### **EVALUATING**

With support selects appropriate resources

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### **Technical Knowledge**

Pupils begin to recognise

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They begin to show an interest in toys with buttons and flaps.

Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Pupils understand the simple working characteristics of materials and components

#### **MUSIC**

#### Nursery

**Listening** Enjoys joining in with dancing and ring games

Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.

**Performing** and **Singing** Sings Nursery and Action Rhymes and a few familiar songs

**Rhythm and Pulse** Beginning to move rhythmically. Makes up rhythms

**Notation** Recognise that print/symbols have meaning (Reading link)

**Appreciation** Expresses preferences (PSE link)

#### Reception

**Listening** Listen and respond to a piece of music.

**Composing** They represent their own ideas, thoughts and feelings through music

**Vocabulary** Describe music they listen to in simple terms, e.g. fast, slow, loud etc

Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.

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