

	<p><u>Alverstoke Infant School Skills Progression 2021-2022</u></p> <h3>Early Years Foundation Stage</h3> <p><b>Early Years Foundation Stage Aims:</b></p> <p>The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.</p> <p>The EYFS seeks to provide:</p> <ul style="list-style-type: none"> <li>• <b>Quality and consistency</b> in all early years settings, so that every child makes good progress and no child gets left behind</li> <li>• <b>A secure foundation</b> through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly</li> <li>• <b>Partnership working</b> between practitioners and with parents and/or carers</li> <li>• <b>Equality of opportunity</b> and anti-discriminatory practice, ensuring every child is included and supported</li> </ul>						
<h3>Alverstoke Infant Schools Progression of Communication and Language</h3>							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Listening, Attention and Understanding</b> 	To understand how to listen carefully  To understand why listening is important  To be able to follow directions	To engage in story times, joining in with repeated phrases and actions  To begin to understand how and why questions  To respond to instructions with more than one step	To ask questions to find out more  To begin to understand humour  To understand a range of complex sentence structures	To retell a story  To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

 <b>Speaking</b>	To talk in front of a small group  To talk to class teacher and LSAs  To learn new vocabulary	To answer questions in front of whole class.  To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis  To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front  To use new vocabulary in different contexts  To engage in non-fiction books	To link statements and stick to a main theme  To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school  To talk about why things happen  To talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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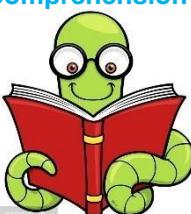
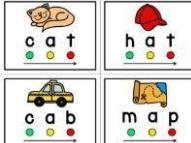
Alverstoke Infant Schools Progression of Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Self-Regulation</b> 	To recognise different emotions  To understand how people show emotions  To focus during short whole class activities  To follow one step instructions	To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations	To focus during longer whole class lessons  To follow twostep instructions	To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others	To control their emotions using a range of techniques  To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching  To follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

<b>Managing Self</b> 	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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<b>Building Relationships</b> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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Alverstoke Infant Schools Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Gross Motor Skills</b> 	To move safely in a space  To stop safely  To develop control when using equipment  To follow a path and take turns  To work cooperatively with a partner	To balance  To run and stop  To change direction  To jump  To hop	To roll and track a ball  To develop accuracy when throwing to a target  To dribble using hands  To throw and catch with a partner  To dribble a ball using feet  To kick a ball to a target	To create short sequences using shapes, balances and travelling actions  To balance and safely use apparatus  To jump and land safely from a height  To develop rocking and rolling  To explore traveling around, over and through apparatus  To create short sequences linking actions together and including apparatus	To use counting to help to stay in time with the music when copying and creating actions  To move safely with confidence and imagination, communicating ideas through movement  To explore movement using a prop with control and coordination  To move with control and coordination, expressing ideas through movement  To move with control and coordination, copying, linking and repeating actions  To remember and repeat actions, exploring pathways and shapes	To develop accuracy when throwing and practise keeping score  To follow instructions and move safely when playing tagging games  To learn to play against an opponent  To play by the rules and develop coordination  To explore striking a ball and keeping score  To work cooperatively as a team	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

<b>Fine Motor Skills</b> 	To use a dominant hand  To mark make using different shapes  To begin to use a tripod grip when using mark making tools  To use tweezers to transfer objects  To thread large beads  To use large pegs  To begin to copy letters  To hold scissors correctly and make snips in paper  To begin to hold a knife, fork and spoon correctly and use to cut food with support  To use tap and pin	To begin to use anticlockwise movement and retrace vertical lines  To hold scissors correctly and cut along a straight and zigzagged lines  To use a tripod grip when using mark making tools  To accurately draw lines, circles and shapes to draw pictures  To write taught letters using correct formation  To independently hold a knife, fork and spoon correctly	To use a tripod grip when using mark making tools  To hold scissors correctly and cut along a curved line  To thread small beads  To use small pegs  To write taught letters using correct formation	To hold scissors correctly and cut out large shapes  To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes  To paint using thinner paintbrushes	To hold scissors correctly and cut various materials  To create drawings with details  To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
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Alverstoke Infant Schools Progression of Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Comprehension</b> 	To use pictures to tell stories  To sequence familiar stories  To independently look at book, holding them the correct way and turning pages  To begin to engage in story times, joining in with repeated phrases and actions	To begin to engage in story times, joining in with repeated phrases and actions  To begin to answer questions about the stories read to them  To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories  To begin to predict what may happen in the story  To suggest how a story might end	To retell a story  To follow a story without pictures or props  To talk about the characters in the books they are reading	To begin to answer questions about what they have read  To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read  To know that information can be retrieved from books	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<b>Word Reading</b> 	To recognise their name  To recognise taught Phase 2 sounds ( <b>s a t p i n m d g o c k e u r h b f l l ss</b> )  To recognise taught Phase 2 Tricky Words ( <b>the I go no to into he she we</b> )	To recognise taught Phase 2 sounds ( <b>s a t p i n m d g o c k e u r h b f l l ss j v w x y z zz qu ch sh th ng</b> )  To recognise taught Phase 2 Tricky Words ( <b>the I go no to into he she we</b> )	To recognise taught Phase 2 and 3 sounds ( <b>s a t p i n m d g o c k e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk dg, ve, wh, cks, tch, nk, ai igh oa oo oo ar or ur ow oi ear air er,ue, ue, ure</b> )  To recognise taught Phase 2 and 3 Tricky Words ( <b>the I go no to into he she we</b> )	To recognise taught Phase 2 and 3 sounds ( <b>s a t p i n m d g o c k e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk dg, ve, wh, cks, tch, nk, ai igh oa oo oo ar or ur ow oi ear air er,ue, ue, ure</b> )  To recognise taught Phase 2, 3 and 4Tricky Words ( <b>the I go no to into he she we</b> )	To recognise taught Phase 2 and 3 sounds ( <b>s a t p i n m d g o c k e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk dg, ve, wh, cks, tch, nk, ai igh oa oo oo ar or ur ow oi ear air er,ue, ue, ure</b> )  To recognise taught Phase 2, 3 and 4Tricky Words ( <b>the I go no to into he she we</b> )	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

	<p>To begin to blend sounds together to read words using the taught sounds</p> <p>To read books (<b>pink</b>) matching their phonics ability</p>	<p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books (<b>pink</b>) matching their phonics ability</p>	<p>Words (<b>the I go no to into he she we me be was you they all</b>) To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books (<b>red</b>) matching their phonics ability</p>	<p>Words (<b>the I go no to into he she we me be was you they all are my her said have like</b>) To read longer words including those with double letters</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books (<b>yellow</b>) matching their phonics ability</p>	<p>Words (<b>the I go no to into he she we me be was you they all are my her said have like so do some come were there</b>) To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books (<b>yellow</b>) matching their phonics ability</p>	<p>Words (<b>the I go no to into he she we me be was you they all are my her said have like so do some come were there little one when out what</b>) To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books (<b>yellow</b>) matching their phonics ability</p>	
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<b>Writing</b> 	To copy their name  To give meanings to the marks they make  To copy pre-writing letter patterns (circles and spirals, lines and diagonals, jellies and zig zags)	To write their name  To use the correct letter formation of taught letters (long ladder letters, curly caterpillar letters, one armed robot letters)  To write words using initial sounds  To write words and labels using taught sounds  To begin to write captions using taught sounds	To form lowercase letters correctly  To begin to write sentences using finger spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some taught tricky words correctly	To form lowercase letters correctly  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught tricky words correctly	To form lowercase letters correctly  To begin to write longer words which are spelt phonetically  To begin to use capital letters at the start of a sentence  To use finger spaces and full stops when writing a sentence  To spell some taught tricky words correctly	To form lowercase and capital letters correctly  To begin to write longer words which are spelt phonetically  To write sentences using a capital letter, finger spaces and full stop  To spell some taught tricky words correctly  To begin to read their work back	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
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### Alverstoke Infant Schools Progression of Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
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 <p><b>Numerical Patterns</b></p> <p><b>Doubles</b></p> <p><b>2+2=4</b></p> 	<p><b>Just like me</b> (white rose maths)</p> <p>Match and Sort objects by colour, shape, size</p> <p>Begin to continue, copy and create AB patterns</p> <p>To say which group has more</p> <p>To say which group has less</p>	<p><b>It's me 1,2,3!</b> (white rose maths)</p> <p>To begin to subitise to 3</p> <p>To represent numbers 1,2,3 in different ways</p> <p>To compare numbers 1,2,3</p> <p>To compare quantities to 3</p> <p>To explore the composition of 1,2, and 3</p> <p>Representing numbers to 5</p> <p>One more and less</p> <p>To count to 5</p>	<p><b>Alive in 5!</b></p> <p>To subitise to 5</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 4</p> <p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p><b>Growing in 6,7,8</b></p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p> <p>To find one less of numbers to 8</p> <p>To find one more of numbers to 8</p> <p>Making pairs</p> <p>Comparing 2 groups</p> <p><b>Building 9 and 10</b></p> <p>To recognise numbers 0-10</p> <p>Comparing numbers to 10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p>	<p><b>To 20 and beyond</b></p> <p>To recognise numbers to 20</p> <p>Building numbers beyond 10 using tens and ones</p> <p>To match the number to quantity</p> <p><b>First Then Now</b></p> <p>Adding single digit numbers using objects</p> <p>Taking away single digit numbers using objects</p>	<p><b>Find my pattern</b></p> <p>To know addition and subtraction facts to 10</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p><b>On the Move</b></p> <p>Deeping understanding of pattern and relationship</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p><b>Have a deep understanding of number to 10, including the composition of each number.</b></p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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<b>Shape, Space and Measure</b>  	To match objects  To sort objects To compare capacity, length, height, size.  To finish a repeating pattern of 2 objects or colours  To begin to use the language of time – <a href="#">today</a> <a href="#">tomorrow</a> , <a href="#">yesterday</a>	To recognise and name square circle, triangle and rectangle  To use the language of time – <a href="#">today</a> , <a href="#">tomorrow</a> , <a href="#">yesterday</a>  To begin to recall the days of the week	To order objects by height and length To order the days of the week  To measure height using cubes  To explore the properties of 2D shapes  To begin to name 3D shapes  To explore money using 1p and 2 p coins	To begin to name 3D shapes  To explore the properties of 3D shapes  To measure capacity  To describe the properties of 3D shapes  To make pictures with shape arrangements	To measure capacity  To describe the properties of 3D shapes  To make pictures with shape arrangements	To add money using 1p and 2p coins  To finish a repeating pattern  To make patterns using Shapes  To name and describe 2D and 3D shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure
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Alverstoke Infant Schools Progression of Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Past and Present</b>  <b>Past and Present</b>	To know about my own life-story  To know how I have changed  To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To know that the emergency services exist and what they do.  To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To talk about the lives of the people around us.	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know about the past through settings, characters and events encountered in books read in class and story telling	To know about the past through settings, characters and events encountered in books read in class and story telling	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

<p><b>People, Culture and Communities</b></p> 	<p>To know about different family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in and the features of their immediate environment</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know about people who help us within the local community,</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p>	<p>To know that Christians celebrate Easter.</p>	<p>To share their experiences of special things.</p> <p>To respond to the idea of special things within Christianity and Hinduism.</p>	<p>To know that simple symbols are used to identify features on a map</p> <p>To know that there are many countries around the world.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
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<b>The Natural World</b>	 <p>To notice similarities and differences in our school environment To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the different between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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<b>Technology</b>	 <p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To use chatterpix to bring characters alive</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the BeeBots and program them to go forwards and backwards</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision</p>
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<p><b>Creating with Materials</b></p> 	<ul style="list-style-type: none"> <li>To name colours</li> <li>To experiment with mixing colours</li> <li>To create simple representations of people and objects</li> <li>To draw and colour with pencils and crayons</li> <li>To role play using given props and costumes</li> <li>To explore different techniques for joining materials (<b>Glue Stick</b>)</li> <li>To know how to work safely and hygienically</li> <li>To use some cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>To use colours for a particular purpose</li> <li>To share their creations</li> <li>To explore different techniques for joining materials (<b>Glue Stick, PVA</b>)</li> <li>To know how to work safely and hygienically</li> <li>To use some cooking techniques</li> <li>To manipulate materials</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different mark making tools such as art pencils, pastels, chalk</li> <li>To explore different techniques for joining materials (<b>Glue Stick, PVA, Masking Tape, Tape</b>)</li> <li>To know how to work safely and hygienically</li> <li>To use some cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>To know which prime colours you mix together to make secondary colours</li> <li>To share creations and talk about the process</li> <li>To explore different techniques for joining materials (<b>Glue Stick, PVA, Masking Tape, Tape, Split Pins</b>)</li> <li>To make props and costumes for different role play scenarios</li> <li>To know how to work safely and hygienically</li> <li>To use some cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>To use natural objects to make a piece of art (<b>Andy Goldsworthy</b>)</li> <li>To plan what they are going to make (<b>cooking, construction, junk modelling</b>)</li> <li>To draw more detailed pictures of people and objects</li> <li>To create observational drawings</li> <li>To know how to work safely and hygienically</li> <li>To use some cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>To know some similarities and differences between materials</li> <li>To learn about and compare artists (<b>Janet Bell and Henri Matisse</b>)</li> <li>To explore, use and refine a variety of artistic effects to express their ideas and feeling</li> <li>To share creations, talk about process and evaluate their work</li> <li>To adapt work where necessary</li> </ul>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
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<p><b>Being Imaginative and Expressive</b></p> 	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To copy musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song and a dance in the Christmas Play</p> <p>To join in with whole school singing assemblies</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To copy musical patterns using untuned instruments</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To talk about whether they like or dislike a piece of music</p>	<p>To perform songs at the Easter service</p> <p>To move in time to music</p> <p>To join in with whole school singing assemblies</p> <p>To create costumes and resources for role play</p>	<p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well known stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
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