

# Petersfield Infant School

## Core Knowledge and Skills in the Early Years: Objective Coverage Overview (Early Years Foundation Stage (EYFS) Statutory Framework: September 2021)

Although the Early Years objectives from the EYFS Statutory Framework 2021 for each term are covered as below, please note that the context in which they are delivered may be adapted in line with our interest led approach to teaching and learning. This is to ensure our children receive the very best opportunities to make maximum progress and meet their goals in a meaningful curriculum tailored specifically to them.

Prime Area Objectives			
Term	Autumn Term	Spring Term	Summer Term
Communication and Language  <b>NC Links:</b> <b>English Language</b>	<b>Listening, Attention and Understanding</b> Children will: <ul style="list-style-type: none"> <li>• Enjoy listening to simple stories and can remember much of what happens</li> <li>• Pay attention to more than one thing at a time</li> <li>• Understand a question or instruction that has two parts, such as “get your coat and wait at the door”</li> <li>• Understand ‘why’ questions, like: “why do we have teeth?”</li> <li>• Use talk to organise themselves and their play; “Let’s go on a train... you sit there...I’ll be the driver.”</li> </ul>	<b>Listening, Attention and Understanding</b> Children will: <ul style="list-style-type: none"> <li>• Engage in story times</li> <li>• Engage in non-fiction books</li> <li>• Understand how to listen carefully in a range of situations and know why listening is important</li> </ul>	<b>ELG:</b> <b>Listening, Attention and Understanding</b> Children will: <ul style="list-style-type: none"> <li>• 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</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
	<b>Speaking:</b> Children will: <ul style="list-style-type: none"> <li>• Use a wide range of vocabulary</li> <li>• Discuss when they disagree with an adult or a friend, using words as well as actions</li> <li>• Be able to express a point of view</li> <li>• Start a conversation with an adult or a friend</li> </ul>	<b>Speaking:</b> Children will: <ul style="list-style-type: none"> <li>• Learns new poems, rhymes and songs</li> <li>• Learn and use new vocabulary</li> <li>• Ask questions to find out more</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Describe events in some detail</li> </ul>	<b>ELG: Speaking</b> Children will: <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced</li> </ul>

		<ul style="list-style-type: none"> <li>• Use talk to help work out problems and to organise thinking and activities</li> <li>• Develop social phrases, such as 'good morning'</li> <li>• Connect one idea or action to another using a range of connectives</li> </ul>	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p>Personal, Social and Emotional Development</p> <p>NC Links: English, PHSE</p>	<p><b>Self-Regulation</b> Children will:</p> <ul style="list-style-type: none"> <li>• Talk with others to solve conflicts</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	<p><b>Self-Regulation</b> Children will:</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Begin to show more resilience and perseverance in the face of challenge</li> <li>• Express their feelings, including appropriate assertiveness</li> <li>• Identify and moderate their own feelings</li> </ul>	<p><b>ELG: Self-Regulation</b> Children will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused 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</li> </ul>
	<p><b>Managing Self</b> Children will:</p> <ul style="list-style-type: none"> <li>• Select and use planned activities and resources, with help when needed</li> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Show more confidence in new social situations. Increasingly follow rules, understanding why they are important</li> <li>• Continue to practise independence in meeting their own care needs, e.g. using the toilet, washing and drying their hands, wiping own nose</li> <li>• Make mostly healthy choices about food, drink, activity and tooth brushing</li> </ul>	<p><b>Managing Self</b> Children will:</p> <ul style="list-style-type: none"> <li>• Select and use their own choice of resources to achieve a planned end goal</li> <li>• Build constructive and respectful relationships</li> <li>• Remember and demonstrate rules without needing an adult to remind them</li> <li>• Manage most of their own needs and personal hygiene independently</li> <li>• Know and talk about some of the different factors that support their overall health and wellbeing</li> </ul>	<p><b>ELG: Managing Self</b> Children will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
	<p><b>Building Relationships</b> Children will:</p> <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Understand how others might be feeling</li> </ul>	<p><b>Building Relationships</b> Children will:</p> <ul style="list-style-type: none"> <li>• Consider the feelings of others.</li> <li>• Begin to consider the perspectives of others</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> </ul>	<p><b>ELG: Building Relationships</b> Children will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>

<p>Physical Development</p> <p>NC Links: PE</p>	<p><b>Gross Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul>	<p><b>Gross Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Combine different movements with ease and fluency</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> </ul>	<p><b>ELG: Gross Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
	<p><b>Fine Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Show a preference for a dominant hand</li> </ul>	<p><b>Fine Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>	<p><b>ELG: Fine Motor Skills</b> Children will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>

		<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>	
<b>Specific Area Objectives</b>			
<p>Literacy</p> <p>NC Links: English</p>	<p><b>Reading</b> Children will:</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print:</li> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> <li>• Develop their phonological awareness, so that they can:</li> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as mouse and monster</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Read individual letters by saying the sounds for them</li> </ul>	<p><b>Reading</b> Children will:</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> <li>• Read a few common exception words matched to the school’s phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>	<p><b>ELG: Reading ; Comprehension</b> Children will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>ELG: Reading; Word Reading</b> Children will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
	<p><b>Writing</b> Children will:</p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name</li> <li>• Write some letter accurately</li> </ul>	<p><b>Writing</b> Children will:</p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<p><b>ELG: Writing</b> Children will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed (upper and lower case)</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by themselves and others</li> </ul>

As a school, we follow the **NCETM Maths Mastery Scheme**  
EYFS skill progression in **Number**:

**Subitising:**

<p>Mathematics: Number</p> <p>NC Links: Maths</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> </ul>	<ul style="list-style-type: none"> <li>experience subitising in a range of contexts, including temporal patterns made by sounds</li> </ul> <p>Children will:</p> <ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> </ul>	<ul style="list-style-type: none"> <li>continue to match arrangements to finger patterns</li> </ul> <p>Children will:</p> <ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'</li> </ul> <p>Children will:</p>	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised</li> </ul>	<p><b>Number (ELG)</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting systems</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>
	<b>Cardinality, ordinality and counting:</b>					
	<p>Children will:</p> <ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from</li> </ul>	
	<p>spoken gives the number in the entire set</p> <ul style="list-style-type: none"> <li>have a wide range of opportunities to develop their knowledge of the counting sequence,</li> </ul>	<ul style="list-style-type: none"> <li>explore a range of strategies which support accurate counting</li> </ul> <p>dice patterns and 5 fingers on 1 hand</p>	<ul style="list-style-type: none"> <li>begin to recognise numerals, relating these to quantities they can subitise and count</li> <li>continue to develop object counting</li> </ul>	<ul style="list-style-type: none"> <li>order numbers, linking cardinal and ordinal representations of number</li> </ul> <p>with larger numbers within 10</p>	<p>different starting numbers</p> <ul style="list-style-type: none"> <li>continue to develop confidence and accuracy in both verbal and object counting</li> </ul>	

	<ul style="list-style-type: none"> <li>including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> </ul>	<ul style="list-style-type: none"> <li>begin to count beyond 5</li> </ul>	<ul style="list-style-type: none"> <li>skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>become more familiar with the counting pattern beyond 20</li> </ul>		<ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
	<b>Composition:</b>					
	<p>Children will:</p> <ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>explore the composition of 10</li> </ul>	
<b>Comparison:</b>						
	<p>Children will:</p> <ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'how-many-ness' of a number, and its position in the number system</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system</li> </ul>	

	<ul style="list-style-type: none"> <li>compare sets 'just by looking'</li> </ul>	<p>contain the same number and are equal amounts</p>	<ul style="list-style-type: none"> <li>explore ways of making unequal sets equal</li> </ul>		
<p>Mathematics: Space, Shape and Measure</p> <p><b>NC Links: Maths</b></p>	<p><b>Shape, Space and Measure</b> Children will:</p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing</li> <li>Describe a familiar route</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p><b>Shape, Space and Measure</b> Children will:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>Continue, copy and create repeating patterns</li> <li>Compare length, weight and capacity</li> </ul>	<p><b>N.B: There is no longer a national requirement to record summative end of year assessments in Shape, Space and Measure.</b> Children will:</p> <ul style="list-style-type: none"> <li>Continue to consolidate their knowledge, understanding and application of shape, position, direction, measure and pattern; namely through everyday experiences and continuous provision opportunities</li> </ul>		
<p>Understanding the World</p> <p><b>NC Links: Science, Geography, History, Computing, PHSE</b></p>	<p><b>The Natural World</b> Children will:</p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Explore how things work</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Explore and talk about different forces they can feel</li> </ul>	<p><b>The Natural World</b> Children will:</p> <ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Explore the natural world around them</li> <li>Recognise some environments that are different from the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them</li> <li>Plant seeds and care for growing plants</li> <li>Understand the key features of the life cycle of a plant and an animal</li> </ul>	<p><b>ELG: The Natural World</b> Children will:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them,</li> </ul>		

	<ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos or stories</li> </ul>	including the seasons and changing states of matter
	<p><b>People, Culture and Communities</b> Children will:</p> <ul style="list-style-type: none"> <li>• Show interest in different occupations</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Understand that some places are special to members of their community</li> </ul>	<p><b>People, Culture and Communities</b> Children will:</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Recognise some environments that are different from the one in which they live</li> </ul>	<p><b>ELG: People, Culture and Communities</b> Children will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>
	<p><b>Past and Present</b> Children will:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Explore how things work</li> <li>• Talk about the differences between materials and changes they notice</li> </ul>	<p><b>Past and Present</b> Children will:</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Recognise some environments that are different from the one in which they live</li> </ul>	<p><b>ELG: Past and Present</b> Children will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<p>Expressive Arts and Design</p> <p>NC Links: English, Art, DT, Music</p>	<p><b>Creating with Materials</b> Children will:</p> <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Develop their own ideas and then decide which materials to use to express them. Join</li> </ul>	<p><b>Creating with Materials</b> Children will:</p> <ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills</li> </ul>	<p><b>ELG: Creating with Materials</b> Children will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul>



	<p>different materials and explore different textures</p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Use drawing to represent ideas like movement or loud noises</li> </ul>		
	<p><b>Being Imaginative and Expressive</b> Children will:</p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> <li>• Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down,</li> </ul>	<p><b>Being Imaginative and Expressive</b> Children will:</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<p><b>ELG: Being Imaginative and Expressive</b> Children will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>

	<p>down and up) of familiar songs. Create their own songs or improvise a song around one they know</p> <ul style="list-style-type: none"><li>• Play instruments with increasing control to express their feelings and ideas</li></ul>		
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