

Ashfield Valley Primary School – Nursery Progression Map



Intent:

At Ashfield Valley Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Ashfield Valley Primary School, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment using, songs, nursery rhymes and stories and providing time for quality interactions between adults and between peers.

Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Outdoor Learning sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through themes, which are enriched with classroom enhancements, trips and visitors. Themes are also supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive News and Letters to inform them of what their child is learning each half term and to explain how they can support this at home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements will be made based on accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me / Autumn	Colour & Light, Celebrations	Winter, Superheroes & Chinese New Year	Stories, Growing, Ramadan & Eid	Ramadan & Eid, Stories, Changes, Minibeasts	Farms, Animals, Eid ul Adha, Summer/Seaside
Texts	Peace at Last Goldilocks & the Three Bears Owl Babies Books about Space (including Non-fiction)	Elmer the Elephant Bonfire Night (Non-fiction) Celebrations (Non-fiction) A Dark, Dark Tale Christmas stories	The Snowy Day Snowballs The Red Sledge Superhero stories	Goldilocks and the three Bears Growing stories Ramadan & Eid stories	We're going on a bear hunt Handa's Surprise The Very Hungry Caterpillar	Farm stories (including non-fiction). Handa's surprise Eid non-fiction text Summer stories
Vocab	Elklan words (displayed) Tidy up Friend Share Play Happy, sad, angry, tired	Elklan words (displayed) Tidy up Friend Share Play Happy, sad, angry, tired	Elklan words (displayed) Tidy up Friend Share Play Happy, sad, angry, tired	Elklan words (displayed) Tidy up Friend Share Play Happy, sad, angry, tired	Elklan words (displayed) Tidy up Friend Share Play Happy, sad, angry, tired	Elklan words (displayed) Tidy up Friend Share Play Happy, sad, angry, tired

Personal Social and Emotional Development	To seek out others to share experiences.	To seek out others to share experiences.	To play in a group extending & elaborating play ideas.	To play in a group extending & elaborating play ideas.	To play in a group, extending & elaborating play ideas.	To play in a group, extending & elaborating play ideas.
	To keep play going by demonstrating friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults.	To keep play going by demonstrating friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults.	To keep play going by demonstrating friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults.	To keep play going by demonstrating friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults.	To demonstrate friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults.	To demonstrate friendly behaviour, initiating conversations & forming good relationships with peers and familiar adults.
	To separate from my main carer with support and encouragement.	To talk to other children when playing.	To enjoy the responsibility of carrying out small tasks.	To take steps to resolve conflicts with other children e.g. finding a compromise.	To take steps to resolve conflicts with other children e.g. finding a compromise.	To take steps to resolve conflicts with other children e.g. finding a compromise.
	To talk to other children when playing.	To talk confidently about home and community.		To enjoy the responsibility of carrying out small tasks.	To enjoy the responsibility of carrying out small tasks.	To show understanding & cooperates with some boundaries & routines.
	To talk confidently about home and community.	To respond to a few appropriate boundaries, with encouragement and support.		To show understanding & cooperates with some boundaries & routines.	To show understanding & cooperates with some boundaries & routines.	To be interested in others play & start to join in.
	To respond to a few appropriate boundaries, with encouragement and support.	To be interested in others' play and starting to join in.			To be interested in others play & start to join in.	To separate from my main carer with support and encouragement from a familiar adult.

		To show affection and concern for people who are special to them.			To separate from main carer with support & encouragement from a familiar adult.	To express own feelings such as sad, happy, cross, scared and worried.
		To form a special friendship with another child.				To clearly communicate their need for potty or toilet.
		To seek out others to share experiences.				To be willing to try new food textures and tastes.
						To eat a range of foodstuffs & understand the need for variety in food.
						To show some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health.
						To begin to be independent in self-care.
						To show a desire to help with hygiene routines.

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Vocab + Elklan	Speaking Speak Join in	Listening Listen Follow Instruction	Speaking Speak Join in Recount Retell	Listening Listen Follow Instruction	Speaking Speak Join in Recount Retell Describe Conversation	Listening Retell Listen Follow Instruction Conversation Rhyme	Speaking Speak Join in Recount Retell Describe	Listening Retell Listen Follow Instruction Conversation Rhyme	Speaking Speak Join in Recount Retell Describe Explain	Listening Listen Follow Instruction Conversation Rhyme	Speaking Speak Join in Recount Retell Describe Explain	Listening Listen Follow Instruction Conversation Rhyme

Communication and Language	To listen to stories with increasing attention and recall.	To listen to stories with increasing attention and recall.	To listen to stories with increasing attention and recall.	To listen to stories with increasing attention and recall.	To listen to stories with increasing attention and recall.	To listen to stories with increasing attention and recall.
	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To listen with interest to the noises adults make when they read stories.	To listen with interest to the noises adults make when they read stories.
	To understand questions about stories and rhymes to respond appropriately.	To understand questions about stories and rhymes to respond appropriately.	To understand questions about stories and rhymes to respond appropriately.	To understand questions about stories and rhymes to respond appropriately.	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
	To speak in simple sentences.	To speak in simple sentences.	To speak in simple sentences.	To speak in simple sentences.	To understand questions about stories and rhymes to respond appropriately.	To understand questions about stories and rhymes to respond appropriately.
	To begin to speak in more complex sentences by using 'and', 'because', etc.	To begin to speak in more complex sentences by using 'and', 'because', etc.	To begin to speak in more complex sentences by using 'and', 'because', etc.	To begin to speak in more complex sentences by using 'and', 'because', etc.	To understand 'who', 'what', 'where' in simple questions.	To understand 'who', 'what', 'where' in simple questions.
			To use talk in pretending that objects stand for something else in play e.g. 'This box is my castle.'	To use talk in pretending that objects stand for something else in play e.g. 'This box is my castle.'	To speak in simple sentences.	To speak in simple sentences.

				To use language to imagine & recreate roles & experiences in play situations.	To begin to speak in more complex sentences by using 'and', 'because', etc.	To begin to speak in more complex sentences by using 'and', 'because', etc.
				To include a storyline or narrative into their play.	To learn new words very rapidly & be able to use them in communicating.	To learn new words very rapidly & be able to use them in communicating.
					To use talk in pretending that objects stand for something else in play e.g. 'This box is my castle.'	To use talk in pretending that objects stand for something else in play e.g. 'This box is my castle.'
					To use language to imagine & recreate roles & experiences in play situations.	To use language to imagine & recreate roles & experiences in play situations.
					To include a storyline or narrative into their play.	To include a storyline or narrative into their play.

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Vocab	Elklan words (displayed) Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip Pencil, hold, grip Healthy, fruit, vegetable	Elklan words (displayed) Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip Pencil, hold, grip Backwards, forwards, tip toe, gallop, march	Elklan words (displayed) Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip Pencil, hold, grip	Elklan words (displayed) Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip Pencil, hold, grip Backwards, forwards, tip toe, gallop, march	Elklan words (displayed) Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip Pencil, hold, grip Backwards, forwards, sideways	Elklan words (displayed) Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip Pencil, hold, grip Backwards, forwards, tip toe, gallop, march

Physical Development	To move freely with pleasure in a variety of ways.	To move freely with pleasure in a variety of ways.	To move freely with pleasure in a variety of ways.	To handle tools, objects, construction & malleable materials safely & with increasing control.	To handle tools, objects, construction & malleable materials safely & with increasing control.	To continue to move with confidence in different ways and to develop awareness of own and others space.
	To use one handed tools and equipment.	To imitate drawing simple shapes such as circles and lines.	To imitate drawing simple shapes such as circles and lines.	To imitate drawing simple shapes such as circles and lines.	To imitate drawing simple shapes such as circles and lines.	To continue to develop an understanding of the effects of exercise on their bodies.
	To climb confidently.	To copy some letters e.g. from their name.	To copy some letters e.g. from their name.	To copy some letters e.g. from their name.	To show control in holding & using jugs to pour, hammers, books & mark-making tools.	To imitate drawing simple shapes such as circles and lines.
	To begin to use a tripod grip.	To begin to use a tripod grip.	To begin to form recognisable letters.	To begin to form recognisable letters.	To copy some letters e.g. from their name.	To show control in holding & using jugs to pour, hammers, books & mark-making tools.
	To clearly communicate their need for the toilet.	To clearly communicate their need for the toilet.	To begin to use a tripod grip.	To begin to use a tripod grip.	To begin to form recognisable letters.	To copy some letters e.g. from their name.

	To tell an adult when they are hungry or tired or when they want to rest or play.	To dress with help e.g. put arms into open fronted coat.	To observe the effect of activity on their body.	To observe the effect of activity on their body.	To show a preference for a dominant hand.	To begin to form recognisable letters.
			To dress with help e.g. put arms into open fronted coat.	To dress with help e.g. put arms into open fronted coat.	To begin to use a tripod grip.	To show a preference for a dominant hand.
			To clearly communicate their need for the toilet.	To understand that equipment & tools have to be used safely.	To observe the effect of activity on their body.	To begin to use a tripod grip.
					To dress with help e.g. put arms into open fronted coat.	To dress with help e.g. put arms into open fronted coat.
					To understand that equipment & tools have to be used safely.	To understand that equipment & tools have to be used safely.
					To clearly communicate their need for the toilet.	

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Vocab	Elklan words (displayed) Drawing Mark-making Hand Grip Musical instrument names Loud, quiet Pictures, print, Book	Elklan words (displayed) Drawing Mark-making Writing Hand Grip Musical instrument names Loud, quiet Pictures, print, Book Beat Syllables	Elklan words (displayed) Drawing Mark-making Hand Grip Musical instrument names Loud, quiet Pictures, print, Book Letter shapes Rhymes, rhyming words Syllables Print	Elklan words (displayed) Drawing Mark-making Hand Grip Musical instrument names Loud, quiet Pictures, print, Book Letter, card, list Left to right	Elklan words (displayed) Drawing Mark-making Hand Grip Musical instrument names Loud, quiet Pictures, print, Book Letter shapes Left to right Top to bottom Front cover Page Spine	Elklan words (displayed) Drawing Mark-making Hand Grip Musical instrument names Loud, quiet Pictures, print, Book Letter shapes Left to right Top to bottom Front cover Page Spine

Literacy	To have some favourite stories, rhymes & songs.	To have some favourite stories, rhymes & songs.	To listen to and join in with stories & poems, one-to-one and in small groups.	To listen to and join in with stories & poems, one-to-one and in small groups.	To listen to stories with increasing attention and recall.	To listen to stories with increasing attention and recall.
	To repeat familiar words or phrases from familiar stories.	To repeat familiar words or phrases from familiar stories.	To distinguish between the different marks, they make.	To listen to stories with increasing attention and recall.	To have some favourite stories, rhymes, songs, poems or jingles.	To have some favourite stories, rhymes, songs, poems or jingles.
	To listen to stories with increasing attention & recall.	To listen to stories with increasing attention & recall.	To recognise the initial letter of their name.	To distinguish between the different marks, they make.	To distinguish between the different marks, they make.	To distinguish between the different marks, they make.
	To distinguish between the different marks, they make.	To distinguish between the different marks, they make.	To attempt to write their own name.	To recognise the initial letter of their name.	To show interest in illustrations & print in books & print in the environment.	To show interest in illustrations & print in books & print in the environment.
	To recognise the initial letter of their name.	To enjoy rhyming & rhythmic activities.	To show interest in illustrations & print in books & print in the environment.	To attempt to write their own name.	To recognise familiar words & signs such as own name & advertising logos.	To recognise familiar words & signs such as own name & advertising logos.

		To recognise the initial letter of their name.	To ascribe meaning to marks they see in different places.	To show interest in illustrations & print in books & print in the environment.	To ascribe meaning to marks they see in different places.	To ascribe meaning to marks they see in different places.
			To know that information can be relayed in the form of print.	To recognise familiar words & signs such as own name & advertising logos.	To know that information can be relayed in the form of print.	To know that information can be relayed in the form of print.
			To know that information can be retrieved from books & computers.	To ascribe meaning to marks they see in different places.	To know that information can be retrieved from books & computers.	To know that information can be retrieved from books & computers.
				To know that information can be relayed in the form of print.	To segment the sounds in simple words & blend them together.	To segment the sounds in simple words & blend them together.
				To know that information can be retrieved from books & computers.		

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Vocab	Elklan words (displayed) Lots More Same as Number names Counting How many? Patterns Repeating patterns	Elklan words (displayed) Big Small Little Smaller Bigger 1, 2, 3, 4, 5	Elklan words (displayed) Number names	Elklan words (displayed) More than Fewer than	Elklan words (displayed) Name some 2D and 3D shapes Sides Corners Straight Flat Round	Elklan words (displayed) In On Under Up Down Between First, next, then

Mathematics	To recite some number names in sequence.	To use some number and names language spontaneously.	To use some number names accurately in play.	To use some number names accurately in play.	To use some number names accurately in play.	To use some number names accurately in play.
	To use some number names and number language spontaneously.	To know that a group of things changes in quantity when something is added or taken away.	To begin to represent numbers using fingers, marks on paper or pictures.	To begin to represent numbers using fingers, marks on paper or pictures.	To recite some number names in sequence.	To recite some number names in sequence.
	To use the language of size.	To show an interest in shape and space by playing with shapes & making arrangements with objects.	To show an interest in shape and space by playing with shapes & making arrangements with objects.	To use some language of quantities, such as, 'more' and 'a lot'.	To count object to 10.	To count object to 10.
	To show an interest in shape and space by playing with shapes & making arrangements with objects.	To begin to use mathematical names for flat 2D shapes.	To begin to use mathematical names for solid 3D & flat 2D shapes.	To show an interest in shape and space by playing with shapes & making arrangements with objects.	To count up to three or four objects by saying one number name for each item.	To count up to three or four objects by saying one number name for each item.
		To understand positional language.	To use some language of quantities, such as 'more' and 'a lot'.	To begin to use mathematical names for flat 2D shapes.	To begin to make comparisons between quantities.	To begin to make comparisons between quantities.
		To use positional language.		To begin to talk about the shapes of everyday objects e.g. 'round' and 'tall'.	To know that a group of things changes in quantity when	To know that a group of things changes in quantity when

					something is added or taken away.	something is added or taken away.
		To begin to make comparisons between quantities.			To begin to represent numbers using fingers, marks on paper or pictures.	To show an interest in number problems.
		To use some language of quantities, such as 'more' and 'a lot'.			To use some language of quantities such as 'more' and 'a lot'.	To begin to represent numbers using fingers, marks on paper or pictures.
					To show an interest in shape and space by playing with shapes & making arrangements with objects.	To use some language of quantities such as 'more' and 'a lot'.
					To begin to use mathematical names for flat 2D shapes.	To show an interest in shape and space by playing with shapes & making arrangements with objects.
					To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	To begin to use mathematical names for flat 2D shapes.
						To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

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Vocab	Elklan words (displayed) Autumn Leaves Rocks Body parts Senses Past Ago Family tree New Old	Elklan words (displayed) Winter Lights Celebration Christmas	Elklan words (displayed) Wet Dry Nature Winter Leaves Branches Trees Woods	Elklan words (displayed) Spring Leaves Seeds Growth	Elklan words (displayed) Animals Insects Caterpillar Cocoon Butterfly Egg Body parts	Elklan words (displayed) Summer World Country Sea Warm Cold Ice Melt

Knowledge and Understanding the World	To imitate everyday actions and events.	To learn that they have similarities & differences that connect them to & distinguish them from others.	To recognise & describe special times or events for family or friends.	To recognise & describe special times or events for family or friends.	To recognise & describe special times or events for family or friends.	To talk about some of the things they have observed.
	To remember and talk about significant events in their own experience.	To remember and talk about significant events in their own experience.	To remember and talk about significant events in their own experience.	To remember and talk about significant events in their own experience.	To remember and talk about significant events in their own experience.	To comment and ask questions about aspects of their familiar world.
	To play with small world models.	To notice detailed features of objects in their environment.	To notice detailed features of objects in their environment.	To notice detailed features of objects in their environment.	To notice detailed features of objects in their environment.	To recognise and describe special times or events for family or friends.
			To show an interest in technological toys with knobs or pulleys, or real objects.	To develop an understanding of growth, decay & changes over time.	To develop an understanding of growth, decay & changes over time.	To remember and talk about significant events in their own experience.
				To show an interest in technological toys with knobs or pulleys, or real objects.	To show an interest in the lives of people who are familiar to them.	To develop an understanding of growth, decay & changes over time.

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Vocab + Elklan	Elklan words (displayed) Paint Print Mix Colour names Paint brushes Materials Picture	Elklan words (displayed) Fast, slow Loud, quiet, Paint Print Mix Colour names Paint brushes Materials Fix Join Draw Picture	Elklan words (displayed) Glue Glue spreaders Mixing Colour names Bright Materials Paper, pencil, felt tip, pen Join Swirl	Elklan words (displayed) Instruments Shake, tap, tip Fast, slow Loud, quiet, Emotions Tape Fix Join	Elklan words (displayed) Emotions Tape Fix Join Colour names Paint Mixing Colour	Elklan words (displayed) Instruments Shake, tap, tip Fast, slow Loud, quiet, Emotions Tape Fix Join Colour names Paint Mixing Colour

Expressive Arts and Design	To join in singing favourite songs.	To explore colour and how colour can be changed.	To begin to be interested in & describe the texture of things.	To begin to move rhythmically.	To join construction pieces together to build and balance.	To join construction pieces together to build and balance.
	To experiment with blocks, colours and marks.	To use various construction materials.	To join construction pieces together to build and balance.	To imitate movement in response to music.	To engage in imaginative role-play based on own first hand experiences.	To use various construction materials.
	To begin to make believe by pretending.	To make up rhythms.	To engage in imaginative role-play based on own first hand experiences.	To tap out simple repeated rhythms.	To use available resources to create props to support role play.	To begin to construct, stacking blocks vertically & horizontally, making enclosures & creating spaces.
	To use representation to communicate.	To engage in imaginative role-play based on own first-hand experience.	To begin to move rhythmically.	To explore and learn how sounds can be changed.	To capture experiences & responses with a range of media, such as music, dance & paint & other materials or words.	To engage in imaginative role-play based on own first hand experiences.
			To imitate movement in response to music.	To explore the different sounds of instruments.	To construct with a purpose in mind, using a variety of resources.	To use available resources to create props to support role-play.

			To tap out simple repeated rhythms.	To create movement in response to music.	To begin to be interested in & describe the texture of things.	To explore and learn how sounds can be changed.
			To explore and learn how sounds can be changed.	To join construction pieces together to build and balance.	To explore colour & how colour can be changed.	To begin to be interested in & describe the texture of things.
			To create simple representations of events, people and objects.	To engage in imaginative role-play based on own first hand experiences.	To explore what happens when they mix colours.	To explore colour & how colour can be changed.
				To use available resources to create props to support role play.	To explore what happens when they mix colours.	To explore the sounds of different instruments.
				To capture experiences & responses with a range of media, such as music, dance & paint & other materials or words.		To explore what happens when they mix colours.
						To understand that different media can be combined to create new effects.
						To manipulate materials to achieve a planned effect.
						To construct with a purpose in mind, using a variety of resources.
						To capture experiences & responses with a range of media, such as music, dance & paint & other materials or words.