

St Catherine's C of E Primary School

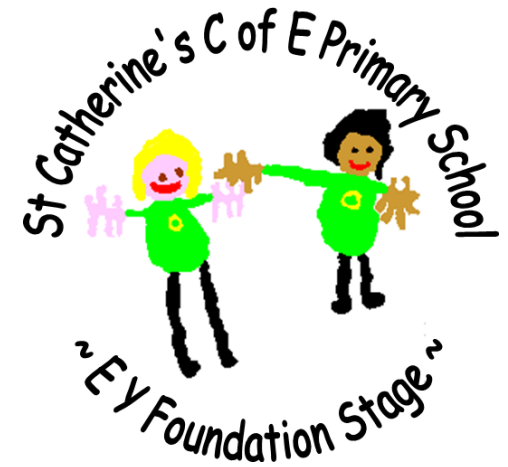
Integrated Curriculum Scheme of Learning - 2016	
Domain of Learning:	<i>Early Years Foundation Stage</i>
National Curriculum Subjects:	<i>Early Years Foundation Stage</i>
Nursery Teacher:	<i>Mrs. J. Pollard</i>
Related Documents and Guidance:	Early Years Foundation Stage Handbook 2014 Development Matters 2012 Early Years Foundation Stage Policy 2015 Early Years Curriculum Statement 2014

St. Catherine's C of E Primary School

Early Years Foundation Stage Scheme of Learning – 2015

Curriculum Statement	<p>Early Years Foundation Stage at St Catherine's C of E Primary School</p> <p>At St Catherine's we believe that education should be engaging and stimulate a child's creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. In the EYFS at St Catherine's children learn through play (child initiated learning), first hand, engaging experiences and small group, focus adult led activities. Through play children learn the key 'characteristics of learning' which include:</p> <ul style="list-style-type: none">• being willing to have a go;• being involved and concentrating;• having their own ideas;• choosing ways to do things;• finding new ways; and• enjoying achieving what they set out to do. <p>The topics we cover are a combination of child, story and celebration led and can change on a yearly basis with the children's interests. The objectives we cover however remain the same and are mapped out to ensure that pupils cover all 7 areas of learning: Personal, Social and Emotional Development, Physical Development and Communication and Literacy (the Prime areas). Literacy, Mathematics, Understanding of the World and Expressive Arts and Design (the Specific Ares). Alongside these we make observations on the 'Characteristics of Learning' which are Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)</p> <p>Progression in the EYFS is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. These observations are then mapped against the Development Matters handbook (2012). This ongoing, continual assessment process feeds into our daily; weekly and topic led planning ensuring that learning is pitched at the right level for all children to make progress. At the end of the reception year the children's development is matched against the Early Learning Goals and is graded as emerging, expected and exceeding.</p>
Rationale	The yearly topics cannot be guaranteed as they are child, story and celebration led; however the objectives we cover remain the same and are mapped out to ensure that pupils cover all 7 areas of learning: Personal, Social and Emotional Development, Physical

	Development and Communication and Literacy (the Prime areas). Literacy, Mathematics, Understanding of the World and Expressive Arts and Design (the Specific Ares). These topics are based what has been taught in previous years.
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St Catherine's C of E Primary School

Early Years Foundation Stage – Scheme of Learning
Detailed Units of Learning

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	Rosie’s Walk / Autumn	Gruffalo/Harvest	Special Times – Diwali	Birthdays/Christmas
Development Matters 2012 - Key Skills and Understanding	<p><i>Initially working in the 22-36 month band moving into 30-50 months</i></p> <p>Personal Social and Emotional Development (PSED) Making Relationships</p> <ul style="list-style-type: none"> Interested in others’ play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them May form a special friendship with another child. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Shows understanding and cooperates with some boundaries and routines Growing ability to distract self when upset, e.g. by engaging in a new play activity <p>Communication and Language (CL) Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. 	<p><i>Entering the 30-50 month band</i></p> <p>Personal Social and Emotional Development (PSED) Making Relationships</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self-confidence & Self-awareness</p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p>Managing feelings & Behaviour</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. <p>Communication and Language (CL) Listening & Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in 		

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	Rosie’s Walk / Autumn	Gruffalo/Harvest	Special Times – Diwali	Birthdays/Christmas
	<ul style="list-style-type: none"> Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). Developing understanding of simple concepts (e.g. big/little). <p>Speaking</p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g.’ Mummy gonna work.’) Beginning to use word endings (e.g. going, cats). <p>Physical Development (PD)</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. 	<p>rhymes and stories.</p> <ul style="list-style-type: none"> Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., ‘<i>This box is my castle.</i>’ <p>Physical Development (PD)</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. 		

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	Rosie’s Walk / Autumn	Gruffalo/Harvest	Special Times – Diwali	Birthdays/Christmas
	<ul style="list-style-type: none"> •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools •Imitates drawing simple shapes such as circles and lines. •Walks upstairs or downstairs holding onto a rail two feet to a step. •May be beginning to show preference for dominant hand <p>Health & Self-care</p> <ul style="list-style-type: none"> •Feeds self competently with spoon. •Drinks well without spilling. •Clearly communicates their need for potty or toilet. •Beginning to recognise danger and seeks support of significant adults for help. •Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. •Beginning to be independent in self-care, but still often needs adult support <p>Literacy (L) Reading</p> <ul style="list-style-type: none"> •Has some favourite stories, rhymes, songs, poems or jingles. •Repeats words or phrases from familiar stories. •Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ... <p>Writing</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make 		<ul style="list-style-type: none"> • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and use it with good control. • Can copy some letters, e.g. letters from their name. <p>Health & Self-care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>Literacy (L) Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. 	

Year Group	Autumn topic 1	Autumn topic 2	Autumn topic 3	Autumn topic 3
Foundation Stage – Unit Title	Rosie’s Walk / Autumn	Gruffalo/Harvest	Special Times – Diwali	Birthdays/Christmas
	<p>Mathematics (M) Numbers</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as ‘more’ and ‘a lot’. • Knows that a group of things changes in quantity when something is added or taken away. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. • Anticipates specific time-based events such as mealtimes or home time. 		<ul style="list-style-type: none"> • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>Mathematics (M) Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and 	

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Foundation Stage – Unit Title	Rosie’s Walk / Autumn	Gruffalo/Harvest	Special Times – Diwali	Birthdays/Christmas
	<p>Understanding of the World (UW) People and Communities</p> <ul style="list-style-type: none"> •Has a sense of own immediate family and relations. •In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Beginning to have their own friends. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p>The world</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. •Notices detailed features of objects in their environment. <p>Technology</p> <ul style="list-style-type: none"> •Seeks to acquire basic skills in turning on and operating some ICT equipment. •Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>Expressive Arts and Design (EAD) Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> •Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. •Experiments with blocks, colours and marks <p>Being Imaginative</p> <ul style="list-style-type: none"> •Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ 	<p>‘tall’.</p> <p>Understanding of the World (UW) People and Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers <p>Expressive Arts and Design (EAD) Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to 		

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Foundation Stage – Unit Title	Rosie’s Walk / Autumn	Gruffalo/Harvest	Special Times – Diwali	Birthdays/Christmas
	<ul style="list-style-type: none"> Beginning to make-believe by pretending. 		<ul style="list-style-type: none"> use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. <p>Being Imaginative</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	
Key Knowledge	The children must be securely working in or have achieved the Development Matters band 22-36 months in order to access the 30-50 month objectives. Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.			
Assessment Pathway	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals (2Simple) for each child.		Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals (2Simple) for each child.	

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
Development Matters 2012 - Key Skills and Understanding	<p><i>Leaving 22-36 month band moving into 30-50 months</i></p> <p>Personal Social and Emotional Development (PSED) Making Relationships</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them May form a special friendship with another child. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Shows understanding and cooperates with some boundaries and routines Growing ability to distract self when upset, e.g. by engaging in a new play activity <p>Communication and Language (CL) Listening & Attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. 		<p><i>Entering to Working Securely in the 30-50 month band</i></p> <p>Personal Social and Emotional Development (PSED) Making Relationships</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self-confidence & Self-awareness</p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p>Managing feelings & Behaviour</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. <p>Communication and Language (CL) Listening & Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in 	

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
	<ul style="list-style-type: none"> Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). Developing understanding of simple concepts (e.g. big/little). <p>Speaking</p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g.’ Mummy gonna work.’) Beginning to use word endings (e.g. going, cats). <p>Physical Development (PD)</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. 	<p>rhymes and stories.</p> <ul style="list-style-type: none"> Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., <i>‘This box is my castle.’</i> <p>Physical Development (PD)</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 		

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
	<ul style="list-style-type: none"> •Turns pages in a book, sometimes several at once. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools •Imitates drawing simple shapes such as circles and lines. •Walks upstairs or downstairs holding onto a rail two feet to a step. •May be beginning to show preference for dominant hand <p>Health & Self-care</p> <ul style="list-style-type: none"> •Feeds self competently with spoon. •Drinks well without spilling. •Clearly communicates their need for potty or toilet. •Beginning to recognise danger and seeks support of significant adults for help. •Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. •Beginning to be independent in self-care, but still often needs adult support <p>Literacy (L)</p> <p>Reading</p> <ul style="list-style-type: none"> •Has some favourite stories, rhymes, songs, poems or jingles. •Repeats words or phrases from familiar stories. •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ... <p>Writing</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make 	<ul style="list-style-type: none"> • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and use it with good control. • Can copy some letters, e.g. letters from their name. <p>Health & Self-care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>Literacy (L)</p> <p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. 		

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
			<ul style="list-style-type: none"> • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>Mathematics (M)</p> <p>Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. 	
	<p>Mathematics (M)</p> <p>Numbers</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as ‘more’ and ‘a lot’. • Knows that a group of things changes in quantity when something is added or taken away. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. • Anticipates specific time-based events such as mealtimes or home time. 			

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
	<p>Understanding of the World (UW) People and Communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p>The world</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 		<ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>Understanding of the World (UW) People and Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers 	

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
	<p>Expressive Arts and Design (EAD) Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks <p>Being Imaginative</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending. 		<p>Expressive Arts and Design (EAD) Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	
Key Knowledge	<p>The children must be securely working in or have achieved the Development Matters band 22-36 months in order to access the 30-50 month objectives. Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.</p>			

Year Group	Spring Topic 1	Spring topic 2	Spring topic 3	Spring topic 4
Foundation Stage – Unit Title	What makes me special/Families	Goldilocks and the Three Bears/Bear Hunt	Chinese New Year/Dinosaurs;	Cars/Pirates/Boats/Easter
Assessment Pathway	Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals (2Simple) for each child.		Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals (2Simple) for each child.	

Year Group	Summer topic 1		Summer topic 2	
Foundation Stage – Unit Title	Growing Things / Jack and the Beanstalk	Mini- beasts	Super Heroes / Wild Animals	Dinosaurs
Development Matters 2012 Key Skills and Understanding	<p><i>Working Securely in the 30-50 month band</i></p> <p>Personal Social and Emotional Development (PSED) Making Relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self-confidence & Self-awareness</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p>Managing feelings & Behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others’ feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p>Communication and Language (CL) Listening & Attention</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 		<p><i>Moving towards Entering the 40-60 month band</i></p> <p>Personal Social and Emotional Development (PSED) Making Relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-confidence & Self-awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Managing feelings & Behaviour</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Communication and Language (CL) Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. 	

	<ul style="list-style-type: none"> • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g., <i>‘This box is my castle.’</i> <p>Physical Development (PD)</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. 	<ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Physical Development (PD)</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and
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	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and use it with good control. • Can copy some letters, e.g. letters from their name. <p>Health & Self-care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>Literacy (L)</p> <p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. 	<p>with increasing control.</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health & Self-care</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Literacy (L)</p> <p>Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the
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	<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>Mathematics (M)</p> <p>Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<p>alphabet.</p> <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts <p>Mathematics (M)</p> <p>Numbers</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.
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	<p>Understanding of the World (UW) People and Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers <p>Expressive Arts and Design (EAD) Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, 	<p>Understanding of the World (UW) People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>The world</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Expressive Arts and Design (EAD) Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.
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	<p>making enclosures and creating spaces.</p> <ul style="list-style-type: none"> • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p>Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.
Key Knowledge	<p>The children must be securely working in or have achieved the Development Matters band 30-50 months in order to access the 40-60 month objectives. Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.</p>	
Assessment Pathway	<p>Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals (2Simple) for each child.</p>	<p>Adult led and child initiated observations mapped against Development Matters (2012) and stored in the Learning Journals (2Simple) for each child.</p>