

Millbrook Primary School EYFS Curriculum Progression of skills



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Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

Progression of Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more t	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify

							<p>their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p>	<p>To talk in front of a small group To talk to class teacher and LSAs To learn new vocabulary</p>	<p>To answer questions in front of whole class. To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class-standing up at the front To use new vocabulary in different contexts To engage in non-fiction books</p>	<p>To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of</p>

conjunctions, with modelling and support from their teacher

Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow onestep instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing self	<p>To wash hands independently</p>	<p>To develop class rules and understand the need to have rules</p>	<p>To begin to show resilience and perseverance in</p>	<p>To develop independence when dressing and undressing for</p>	<p>To identify and name healthy foods</p>	<p>To understand the importance of healthy food choices</p>	<p>Be confident to try new activities and show independence,</p>

	<p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>activities such as P.E and Forest Fridays</p>	<p>To manage own basic needs independently</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal

<p>Gross motor skills</p>	<p>To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work cooperatively with a partner</p>	<p>To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment</p>	<p>To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathway</p>	<p>To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Fine motor skills</p>	<p>To use a dominant hand To mark make using different shapes To begin to use a tripod grip when</p>	<p>To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut</p>	<p>To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line</p>	<p>To hold scissors correctly and cut out large shapes To write letters using the correct letter formation</p>	<p>To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint</p>	<p>To hold scissors correctly and cut various materials To create drawings with details</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>

	<p>using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>	<p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>	<p>using thinner paintbrushes</p>	<p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>
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Progression of Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p>

		books including fiction, non-fiction, poems and rhymes					Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word reading	<p>To recognise their name</p> <p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s)</p> <p>To recognise taught Tricky Words</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g)</p> <p>To recognise taught Tricky Words</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Tricky Words</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Tricky Words</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Tricky Words</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Tricky Words</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, -er, -est)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

			To read books matching their phonics ability	To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	words and Tricky Words To read books matching their phonics ability	To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	
Writing	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others
Progression of Mathematics							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	To recognise numbers 1-3 To begin to subitise to 3 To find one	To recognise numbers 1-5 To begin to subitise to 5 To find one	To recognise numbers 0-8 To subitise to 5 To find one more of	To recognise numbers 0-10 To explore the composition of 9	To recognise numbers to 20 To revise number bonds to 5 To	To solve simple number problems To recap the	Have a deep understanding of number to 10, including the

	<p>more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3</p>	<p>more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5</p>	<p>numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity</p>	<p>and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects</p>	<p>explore how to make numbers above ten using tens and ones To match the number to quantity</p>	<p>composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts</p>	<p>composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p>
<p>Numerical Patterns</p>	<p>To say which group has more To say which group has less To compare quantities to 3 To count to 5</p>	<p>To compare quantities to 5 To compare equal and unequal groups To count to 10</p>	<p>To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects</p>	<p>To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number</p>	<p>To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how</p>

							quantities can be distributed equally.
Space, Shape and Measure	To match objects To sort objects To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock and 3 o'clock	To recognise and name square and rectangle To recognise 5p To recognise 4 o'clock and 5 o'clock	To order objects by height and length To order the days of the week To measure height using cubes To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes	To recognise 9 o'clock and 10 o'clock To recognise 10p To begin to name 3D shapes To explore the properties of 3D shapes	To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements	To add money To recognise the time to o'clock To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure

Progression of Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To know about my own life-story To know how I have changed	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through

			read in class (Emergency Services)				settings, characters and events encountered in books read in class and storytelling.
People and Communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p>To know that Christians celebrate Easter</p> <p>And there are other celebrations</p>	<p>To know that people in other countries may speak different languages</p>	<p>To know that people in other countries may speak different languages</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>

<p>The Natural World</p>	<p>To ask questions about the natural environment. To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To plant seeds To know the different between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals To know that some animals are nocturnal To know about different habitats</p>	<p>To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
<p>Technology</p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about esafety</p>	<p>To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing</p>	<p>To use the IWB, changing games and programmes</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving To explore how a Bee-Bot works</p>	<p>To begin to give reasons why we need to stay safe online To use the BeeBots and program them to go forwards and backwards</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate</p>

			colour and pen size		To use the internet with adult supervision to find and retrieve information	To type their name using a laptop	technology and use it within their provision.
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Progression of Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) –</p> <p>Sandwiches, Fruit Kebab</p> <p>To use some cooking techniques (spreading,</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) –</p> <p>Sandwiches, Fruit Kebab</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p> <p>Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading,</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading,</p>	<p>To know some similarities and differences between</p> <p>To explore, use and refine a variety of artistic effects to express their</p> <p>ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

	cutting) – Sandwiches To use different construction materials			coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads To use tools to cut and join wood using different nails and screws To know the names of tools	coring, mixing, grating, adding flavours)		
Being Imaginative and Expressive	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform a song in the Christmas Play To learn and perform a poem at the Christmas Concert To join in with whole school singing assemblies To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and resources for role play	To perform songs at the Easter Concert To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play	To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stores	To perform in the Year R Graduation (songs, poems, stories, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their won narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.