



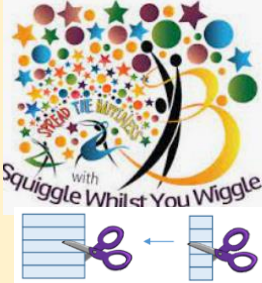
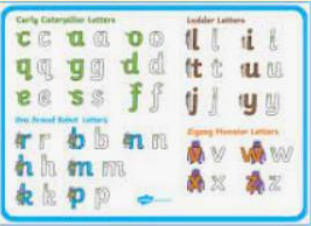
Church Vale Early Years Curriculum and Progression Document.

These themes may be adapted at various points to allow for children's interests	Who are we?	Let's Celebrate	Ticket to Ride!	Terrific Tales	Come Outside!	All Around the World
Church Vale Values	Community: Where do I live? Who else lives near me? What do different people celebrate in my community? How do people celebrate in my community? Possibilities: Which places would I like to visit? Self Awareness: How can I look after myself? What do I like/dislike? What do I celebrate?		Community: Which jobs do people I know do? Possibilities: Jobs in the community – police, teacher, fireman, shop keeper, librarian etc. What could I do? Where would I like to visit? Self Awareness: Which jobs would I like to do? What am I good at?		Community: What plants, mini-beasts and animals live in my local area? Possibilities: Which jobs could help my planet? Self Awareness: How can I help look after the planet? What could I discover?	
	Autumn		Spring		Summer	
Possible lines of enquiry	All about Me My family and Friends Where I live What I enjoy/dislike It's good to be different Looking after ourselves	Autumn – seasonal changes Halloween Bonfire Night Remembrance Sunday Diwali Christmas Advent Birthdays	Our community Local Heroes Map making Around the town How do I get there? Transport Fly to the moon What did our community look like in the past? Robin Hood	Traditional Tales Traditional tales from around the world Library Visits Visits to theatres	Plants and Flowers Life cycles Seasons Native animals and minibeasts Looking after our environment Weather Habitats	Where do we live in the world? Animals from different countries Habitats Weather around the world Famous people from the past Famous discoveries Holidays Fossils and Dinosaurs
CL F1 steps of progress	- Look at an adult when they are talking to me. - Sit and listen to a short picture book - Focus attention of a self chosen activity. - Notice an adult during a self chosen activity - Copy simple actions when singing a nursery rhyme - Use non-verbal language and some words to communicate needs - Look at a peer when listening and respond with an action.	- Follow a simple instruction - Make a comment about a picture book. - Respond to a question about 'who' what' or where - Show understanding of our listening rules when involved in a short carpet time. - Begin to join in with an adult led activity. - Sing most words of 1 nursery rhyme. - Use sentences of 4 words to communicate needs. - Respond to a peer with words.	- Sit and focus when a longer story is being read. - Join in with repeated phrases from a familiar story - Follow a 2 step instruction with visual prompts. - Narrate what I am doing as I play - Initiate conversations with adults and peers - Talk and respond for a few turns in a simple conversation. - Sing 2 rhymes accurately - Focus on a self chosen activity but stop when my name is called.	- Sequence 3 pictures from a story they have listened to. - Show understanding of a 2 part question by responding appropriately. - Use talk to tell you my plan for play e.g. I am going to get a bucket to make a sandcastle now - Talk and respond for many turns in a simple conversation. - Sing more than 2 rhymes accurately - Focus on a self chosen activity but listen to an adult or peer whilst playing	- Respond to why questions related to the book of the week. - Understand prepositions through 'word aware' intervention - To copy learnt vocabulary in a different context. - Consistently joining in with rhymes and songs during singing sessions - Talks about familiar books during book blanket time - Retell a past event with picture prompts (Tapestry, floor books) - Talks about likes and dislikes linked to food, story, experience - Talk about what they would like to play with next.	- Respond to a why question related to myself. - Understand prepositions during play. - Use vocabulary learnt during 'book of the week' in play. - Sings rhymes and songs they know in play - Talk about familiar books in provision - Retell past events spontaneously - Talks using 6 or more word sentences - Use words and actions to express their point of view even when it is different to a peer. - Talk about future plans e.g. weekend, birthday - Focus on a self chosen activity whilst engaged in a discussion

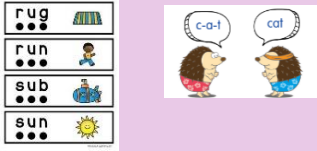
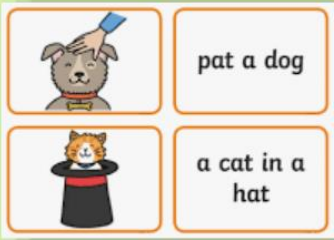
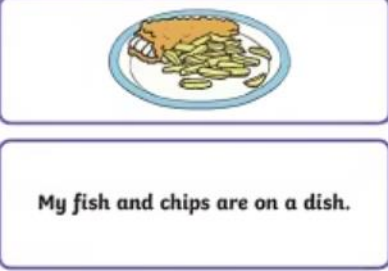
How?	Gradually increase number of carpet times. Introducing listening rules at carpet times. Listening and Attention whole group sessions. Follow rhyme progression during weekly singing sessions. Talking Teddy during circle times. Quality interactions through provision NH to RAG rate children using ECAT Communication and Language interventions at Church Vale. Supported by Holly Harris. Universal: Listening and Attention, Word Aware Signing, Signs and Symbols, Visual Timetable Targeted: Word Aware (F2) Listening and Attention (F2), Narrative Specialist: SALT programs devised by HH or NHS		Daily Storytime Planned talking times around stories Follow rhyme progression during weekly singing sessions Send home rhyme bags Send home rhyme of the week to parents Quality interactions through provision Opportunities for interaction in play Word Aware intervention Targeted and specific SALT intervention Communication and Language interventions at Church Vale. Supported by Holly Harris. Universal: Listening and Attention, Word Aware Signing, Signs and Symbols, Visual Timetable Targeted: Word Aware (F2) Listening and Attention (F2), Narrative Specialist: SALT programs devised by HH or NHS		Word Aware intervention Targeted and specific SALT intervention Weekly book blanket time for children access ‘core books’ and past ‘book of the week’ Weekly tapestry time to stimulate talk from home experiences Floor books to capture significant learning experiences in EY Provide opportunities to vote and express feelings e.g. what fruit would you like to eat today Using signs and symbols for key vocabulary Communication and Language interventions at Church Vale. Supported by Holly Harris. Universal: Listening and Attention, Word Aware Signing, Signs and Symbols, Visual Timetable Targeted: Word Aware (F2) Listening and Attention (F2), Narrative Specialist: SALT programs devised by HH or NHS	
CL F2 steps of progress	- Follows listening rules during whole class inputs - Using learnt vocabulary during hands on experiences - Asks functional what/where e.g. where is my peg - Contributes to circle time expressing ideas/thoughts - Speak confidently in sentences to make themselves clear - Confidently answers the register, makes choice for lunches and asks for help - Listens attentively to stories - Joins in with weekly singing session and shows enjoyment - Engages with non-fiction books during carpet times	- Follows listening rules and can talk about what they have been told - Using learnt vocabulary in discussions - Asks what/where questions linked to learning focus - Expresses ideas/thoughts to others in play - Speaks confidently in sentences connecting 2 ideas - Tell others about experiences outside of school e.g. Halloween, birthdays, Christmas - Uses manners e.g. please, thankyou, excuse me - Talks about stories we have read - Accurately sings rhymes we have learnt this term - Engages in non-fiction books during provision	- Completes rhymes when reading poetry or rhyming books - Looks at non-fiction books linked to learning and can talk about their knowledge - Ask functional who/when/why questions e.g. why is outside closed? - Discusses new vocabulary from our key text during focused times - Can recall an experience in sequence adding details or answering others questions - Can organise thinking and play using talk - Talk about how things work - Uses a storymap to retell a familiar story	- Accurately sings/recites poems, rhymes and songs we have learnt this term - Knows to look in non-fiction books to find out new knowledge - Asks who/when/why questions to find out more. - Uses new vocabulary in different contexts - Can solve problems with peers using talk - Makes predictions about what will happen - Adapts storymap to retell a familiar story	- Listens attentively during whole class inputs - Contributes to group discussions with their own ideas - Holds structured conversations in a small group with an adult - Can talk about new vocabulary and what it means - Talks about why things happen - Can correct use of tense when modelled by a teacher	- Listens attentively outside the classroom environment e.g. visitors, assembly - Contributes to whole class discussions expressing their views/feelings - Ask relevant questions about what they have heard - Holds conversations with peers during play - New vocabulary and knowledge of books and rhymes are evident in discussions - Is beginning to use tense correctly when discussion past/present/future events
How?	Introduce Grandma Fantastic during story of the week Display listening rules and refer to them during carpet times Weekly Tapestry time – time for children to ask questions Circle times to share experiences outside school e.g. Halloween, Christmas Daily story time – book of the week Weekly book blankets to allow children to discuss familiar books Non-fiction books carefully planned to cover festivals in Autumn Non-fiction books available in provision Follow rhyme progression in singing sessions Communication and Language interventions at Church Vale. Supported by Holly Harris. Universal: Listening and Attention, Word Aware Signing, Signs and Symbols, Visual Timetable Targeted: Word Aware (F2) Listening and Attention (F2), Narrative Specialist: SALT programs devised by HH or NHS		Follow rhyme progression in singing sessions Weekly Tapestry time – time for children to ask Use Grandma Fantastic during Book of the week sessions Weekly Science tots – replicating experiences in play Forest school – opportunities to talk about processes Use of One Decision and stories to model problem solving Non-fiction books studied and in provision Use of Talk for Writing – storymaps and storytelling actions Communication and Language interventions at Church Vale. Supported by Holly Harris. Universal: Listening and Attention, Word Aware Signing, Signs and Symbols, Visual Timetable Targeted: Word Aware (F2) Listening and Attention (F2), Narrative Specialist: SALT programs devised by HH or NHS		Opportunities for class discussions and circle time Planned experiences outside of carpet times with familiar adults e.g. pantomimes, visitors, assemblies Use Grandma Fantastic during Book of the week sessions New vocabulary displayed Weekly Science tots – replicating experiences in play Forest school – opportunities to talk about processes Floor books and Tapestry used to recall past experiences Communication and Language interventions at Church Vale. Supported by Holly Harris. Universal: Listening and Attention, Word Aware Signing, Signs and Symbols, Visual Timetable Targeted: Word Aware (F2) Listening and Attention (F2), Narrative Specialist: SALT programs devised by HH or NHS	

PSED F1 steps of progress	• Know where the Happy and Sad faces are • Understand ‘stop’ and ‘no’ • Shows an adult if they are happy or sad • Asks for functional help when needed • Separates from adult to explore provision • Understands different areas of provision • Copies how adults use resources • Puts own straw in milk • Eats pre opened finger food independently • Knows where the toilet is and what it is for • Finds own coat and knows where the peg is. • Knows where the taps are and what they are for • Takes part in brushing buddies • Can name teacher • Notices other children around them • Goes to a familiar adult to seek comfort	• Makes links between behaviour and happy/sad behaviour system • Change behaviour when an adult reminds me of the rules • Tells an adult if they are happy, sad, worried or angry • Attempts something tricky before asking for help • Can make choices of where to play • Knows how to use ‘shadowed provision’ resources • Open plastic wrapper of straw • Attempts opening packets for lunchtime • Takes self to toilet • Managed toileting needs with some support • Learns strategies to put own coat on • Washes and dries hands with visual prompts • Follows routine of brushing buddies with little support • Using the word ‘no’ rather than using actions • Can name some friends • Plays alongside other children • Asks for help if they have a sharing problem	• Show enjoyment when they are asked to take on a role e.g. ‘helping hands’ • Names peers in the class • Knows they are in the F1 class • Will seek help from other adults in Foundation • Shows interest in unfamiliar people e.g. visitors • Understands rule of ‘Choose it, use it, put it away’ • Awareness of Forest School rules. • Recognises when others are sad • Puts coat on and takes it off independently • Takes self to the toilet and uses toilet independently • Talks about why we brush teeth • Makes a special friendship with one child • Seeks out special friend when playing • Makes their own choice about where to play	• Knows they share the environment with the ‘Full time’ children • Knows which group they belong to e.g. polar bears/penguins • Looks after resources and can use visual aids to tidy • Talks about how they stay safe at forest school • Recognises when others are happy or sad • Changes for Forest School with support • Talks about healthy foods and exercise • Is happy to play with different children • Says ‘no’ to other children when appropriate.	• Seeks adult’s help to solve a sharing problem • Can tell adult what the problem is • Uses a timer to help take turns without adult prompting • Shows concern for others when they are sad • Changes from shoes to wellies for Forest School independently • Meets own care needs (toileting, brushing teeth and washing hands) with some visual/verbal prompts • Can identify healthy and unhealthy foods • Confidently speaks in front of a small group of peers • Plays with one or more children at the same time, engaged in the same theme	• Begins to negotiate when there is a problem with a peer • Seeks adult help before getting cross • Can answer why they are feeling a certain way • Knowing their own actions can make others sad or happy • Gaining independence when changing clothes for Forest School • Meets own care needs (toileting, brushing teeth and washing hands) with minimal prompting • Can make a choice between healthy and unhealthy foods • Joins in with activities that are outside their daily routines e.g. trips, sports day, attendance treats etc • Responds to peers to extend play
How?	Well planned transition weeks Well planned and labelled environment Gradual opening of resources Quality modelling of play and use of resources Happy and Sad faces displayed with children’s personalised cards Use of stories to explore school life and separating from home Visual support for toileting Brushing Buddies Use of One decision Hello, Goodbye song to teach peer’s names Use of photographs of class mates during activities e.g. jigsaws, turn taking games Today board and visual timetable for routines Use of signs and symbols in environment		Daily ‘Helping hands’ Planned opportunity for visitors from our community Well planned environment with pictorial and word labels Adults modelling ‘choose it, use it, put it away’ Weekly Forest school sessions with clear boundaries ‘Healthy Living week’ to celebrate ways we keep ourselves healthy Doctors and Dentist visits to talk to children about keeping healthy Modelling quality interactions and solving problems Scaffolding relationships Buddying children up who are struggling to form friendships Use of One decision		Use of timers in provision Modelling turn taking and problem solving Visual prompts in environment e.g. how many people allowed to play Forest school opportunities for independence Transition to F2 End of year activities Use of one decision Make healthy foods during cooking station	

PSED F2 steps of progress	• Knows they are part of F2 • Knows what colour group they are in • Talks about themselves • Talks about likes/dislikes • Can name members of the class who they were not with in F1 • Maintains friendship groups from F1 • Is respectful to adults • Can talk about how they feel and why • Will attempt something independently when prompted • Joins in with Take 5 breathing and recognises feeling of calm • Seeks grown ups help if there is a problem • Learns to line up to transition between activities • Uses cutlery to eat with support and modelling • Washes hands after toilet • Toilets self independently • Understands and follows behaviour system • Can choose it, use it and put it away with support	• Knows they are different to other people • Plays with a wider range of children • Speaks to others kindly • Can talk about how others feel and discuss why • Will try something first before asking for help • Recognises Take 5 breathing as a strategy to calm down • Attempts to use words to sort out a problem before seeking help or using actions • Uses cutlery independently to eat their dinner (with help to cut up food) • Follows rules and uses equipment safely • Shares some knowledge of healthy foods • Can Choose it, use it and put it away independently most of the time • Understands their needs can not always be immediately met • Zips coat up with a little support	• Will attempt a new activity or challenge • Shows adults when they have achieved something • Can calm down quickly after being upset • Enjoys positive praise • Can cut up softer food with cutlery • Knows the importance of exercise to keep fit, can name some forms of exercise • Know how important sleep is and how being tired makes you feel • Follows class rules with little support • Will play in a group of children and is beginning to compromise • Considers other’s feeling before saying/doing • Zips/fastens coat independently • Takes off and puts on shoes/socks	• Tries multiple times to achieve something despite challenges with encouragement • Regulate emotions when solving a problem with friends • Makes decisions to gain praise • Cuts up most food with cutlery and eat with minimal spillage • Discusses how to stay safe online • Explains how to keep safe near a road • Follows the class rules independently • Plays in a group of children and can compromise • Listens to others feelings and wishes and will sometimes put others first • Happily waits for their turn with a short delay • Changes for forest school with some support	• Manages their emotions in different situations independently. • Inhibits negative behaviour choices • Can wait for what they want in different situations, this may be over a span of a week. • Explains what they are trying to achieve • Listens to what the teacher says and responds appropriately • Keeps calm and tries again when they find something tricky • Explain our school rules to others • Changes for forest school with independence • Knows when they need to blow their nose • Works as a team to achieve a goal, listening to friends • Has certain friends they return to play with but will happily play with others	• Is happy and calm most of the time and can self regulate when required. • Shows care and concern for others • Returns to a task until they have achieved it • Listens to what the teacher says, responds appropriately even when engaged in an activity. • Can follows instructions involving several ideas and actions • Perseveres with a challenge until it is achieved • Can talk about our rules and why we have rules • Changes clothes for different weathers and look after belongings • Can manage hygiene needs independently • Talks about how to stay healthy and safe • Plays cooperatively with peers, listening and responding to ideas • A warm response is evident towards peers and familiar adults
How?	Well planned transition weeks Clear and modelled rules and routines All about me topic: opportunities to talk about family, likes/dislikes, how to keep healthy and safe Learning about other cultures and communities Use of One decision – stories around starting school, worries, separation Daily take 5 breathing Introduce calm bag and calm spot for children to regulate Adults modelling eating and use of cutlery at lunchtime		One decision: keeping safe online, keeping safe on the road etc ‘Healthy living week’ to celebrate how we stay healthy Visits from people who helps us to gain understanding of how to keep safe in the community and prevent illness. Road safety workshops (Via) Internet safety week Modelling how to compromise and solve problems using words		Modelling use of timers Encouraging children to set goals and targets Quality provision provides opportunities for collaborative play Adults modelling collaborative play during free flow Carpet and listening rules Provide opportunity for collaboration during carpet times Forest school	

PD F1 steps for progress	• Hold glue stick in one hand and use to create a sticky picture • Know how to wind the glue stick and apply lid. • Hold paintbrush and explore making large strokes • Fix together 2 or 3 block of Duplo/stickle bricks • I can mark make using writing tools on a large scale • Climb stairs/apparatus using alternate feet • Joins in with some actions when singing rhymes • Walk with control and coordination • Kick a large ball • Pours sand from one container to another with some control	• Hold scissors in one hand and make snips in paper • Build a tower of Duplo/stickle bricks and be able to take apart • Transitioning beyond a palmer grip when mark making • Able to zip up a coat when the zip is engaged • Able to feed myself using a fork • Copy and perform actions with some coordination when learning the nativity dance • Run, jump and hop with control and coordination • Throw and catch a large ball • Carry and move large equipment with support from an adult • Pours water from one container to another with some control	• Copy how resources are used at the creation station and workshop • Uses a knife and fork to cut up dough • Mark making freely using both hands using pencils, felt tips, chalk or paint • Uses a glue stick, paintbrush and runny glue with some control • Puts coat on using strategies taught • Hop on one leg • Can move on scooters or balance bikes with some wobbling • Developing balance travelling on a bench • Carry and move large equipment with support from a peer	• Choose from a small selection of resources what is needed for my plan e.g. sticking boxes together • Use a knife and fork to cut up soft food with support • Showing preference for a dominant hand • Uses scissors to make snips in paper with control • Attempts to zip up coat before asking for help • Begins to skip • Developing balance travelling on the balance beam • Travels in different ways across a bench • Demonstrates ball skills in a simple game	• Manipulates dough using rolling pins, cutters and scissors • Draws with some control using a comfortable pencil grip • Joins in physical team activities and begins to understand the rules • Changes shoes for wellies in forest school. • Follows a repetitive dance sequence when singing a familiar song e.g. heads, shoulders, knees and toes • Choose from options to decide how to move • Moves confidently on scooters and balance bikes • Demonstrates hand eye coordination when rolling, throwing and catching in a focused PE session • Makes wide and tall shapes with body	• Able to use Sellotape dispenser • Uses pipettes in water • Draws and makes marks for writing with some control using a comfortable pencil grip • Replicates physical team activities with peers • Gaining independence when changing clothes for Forest School • Repeats familiar repetitive dance sequences independently • Moves appropriately for a task • Balances along a bench that is elevated • Demonstrates hand eye coordination when playing with a ball in provision • Stands on one leg for a short amount of time
How?	Squiggle while you Wiggle Dough Disco Finger Gym Placing objects on Name Card to become familiar with letter shapes Threading Guided Drawing – Drawing me, Drawing my family, Drawing my house, Drawing my favourite toy etc Colouring Chalks Modelled use of creation station and workshop (one handed tools) Model pencil grip Small construction on offer in provision Wheeled toys day PE Focus: Big Moves/Yoga/Dance Spatial awareness games (traffic light game, video game, follow the leader, down in the jungle). Yoga Babies, introduce chair yoga, Boogie Beebies, Christmas dance.	 	Squiggle whilst you wiggle/ Dough Disco Tracing Name Copying Letters from Name Mastering pencil grip Using different pens/pencils Writing in sand Using paintbrushes Knives and Forks Scissor skills Lego Peg Boards Elastic bands Guided drawing - Drawing transport, Drawing characters from stories Making marks for a purpose: tickets, shopping lists, maps, badges, drawing characters from tales Wheeled toys day PE Focus: Multiskills Circuits of activities (wobble board, agility scarves, tunnels, cones, running ladder, stepping stones, hoops, bench), castle game, cat and mouse game, ball rolling and throwing, snowball game	 	Squiggle Whilst you Wiggle Environment enables using tools: Spades, jugs, knives and forks, scissors, paintbrushes, Sellotape, pipettes Name writing Introduce letter families Lego Peg Boards Elastic Bands Mastering correct Pencil grip Making marks for a purpose: Making passports, Plant labels. Guided Drawing: observational drawing of plants and animals Wheeled toys day PE Focus: Gymnastics/Team Games Exploring a variety of equipment and apparatus (A frames, benches, horses) Stuck in the mud, ‘sharks are coming’, practising good sportsmanship and team spirit during sports day.	 

PD F2 steps for progress	• Able to walk, jump, roll, crawl, run and climb. • Sits on the floor with a good posture. • Uses pencils and paintbrushes with some control • Moves with strength and balance. • Shows coordination when kicking a ball • Forms some letters from name correctly • Lines up for transition times	• Able to hop and skip. • Combines different movements when performing the Nativity dance • Uses cutlery to cut up some foods • Uses scissors to follow a straight line. • Safely uses large and small apparatus when playing outside in provision. • Moves with coordination and agility. • Shows coordination with throwing and catching. • Forms some letters correctly • Forms some numbers correctly • Beginning to manage needs at lunchtime	• Uses pencils, paintbrushes, scissors and cutlery safely • Travels across and climbs onto equipment confidently, demonstrating balance. • Moves at speed and avoids obstacles • Sits on a chair at a desk with a good seated posture • Finds a safe space in PE without support • Confidently engages in activities which involve a ball	• Uses pencils and paintbrushes to ensure their pictures are completed to the best of their ability • Uses scissors and cutlery competently and confidently. • Follows handwriting families in order to write letters and numbers accurately. • Jumps off equipment with control • Rolls with control • Moves with increasing fluency, coordination and grace when following a sequence of moves	• Holds a pencil effectively using a comfortable grip and the correct pressure • Uses a range of one handed small tools effectively • Draws identifiable pictures • Negotiates space avoiding obstacles • Moves energetically – running, hopping, skipping, dancing and climbing • Can kick, catch and throw using a ball	• Holds a pencil effectively and can form most letters accurately • Uses cutlery, scissors and paintbrushes for a variety of activities • Draws with accuracy and care, including details • Negotiates space avoiding moving objects or people • Demonstrates strength, balance and coordination when playing • Can pass, bat and aim using a ball
How?	Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Finger gym Guided Drawing and Painting Phonics sessions ‘Apply’ Writing for a purpose: Cards, Lists for Santa, Spooky Register, Labels for people, places and presents, PE Focus: Listening Games, Dance Listening games: Traffic lights, Bean games, Stuck in the mud Warm up activities: Jumping, hopping, skipping, running, crawling Learning set moves Learning a sequence of moves Creating own sequence of moves individually or with a partner Boogie Beebies Christmas Dance, Firework Dance, Bollywood Dancing Noticing effect of activity on our body		Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Finger gym Guided drawing and painting Phonics sessions ‘Apply’ Writing for a purpose: Maps, signs for community, Shopping lists, Storymaps, Writing captions, Recipes, Warning posters, Instructions, Thankyou cards PE Focus: Yoga, Gymnastics Yoga flows - developing Core strength Rolling Balancing Climbing Jumping Introducing gymnastic large apparatus and how to safely put equipment away Noticing effect of activity on our body		Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Finger gym Guided drawing and painting Phonics sessions ‘Apply’ Writing for a purpose: Non-fiction writing, Diagram labelling, Map labelling, Instructions, flip-flap books, storymaps, PE Focus: Ball skills, Multi-skills, Team Games Ball skills: throwing, catching, kicking, passing, batting, aiming Ball games: Football, Basketball, Rounders, Tennis, Dodgeball Circuits Sports Day – Practising Good sportsmanship Noticing effect of activity on our body	
Phonics F1	Listening and Attention Environmental Sounds 	Body percussion 	Instrumental Sounds 	Rhythm and Rhyme 	Alliteration 	Oral Blending and Segmenting 

Literacy F1 steps for progress	• Copy simple actions when singing a nursery rhyme • Notices name on peg and carpet spot • Joins in with taught signs for book of the week. • Match, copy and name environmental sounds. • Mark makes with a variety of tools	• Sing most words of 1 nursery rhyme. • Notices print in books and signs/symbols in environment • Repeats words or captions from familiar stories in play • Respond to a peer or adult with words when looking at a story. • Uses body to make different sounds • Claps and counts syllables in name • Gives meaning to drawing • Beginning to give meaning to marks • Writes first letter of name.	• Points from left to right when reading visual timetable • Names front cover of a book. • Names instruments • Joins in with a rhythm • Talk and respond for a few turns in a simple conversation during a focused Storytime	• Tracks print in books from left to right • Names spine and pages of a book. • Recognises rhyme • Uses new vocabulary during word aware and storytime focus • Copies some recognisable letters from first name • Gives meaning to marks for writing	• Turns pages from the beginning of a book when reading independently • Hears first sound in words • Says words that have the same initial sound • Forms some recognisable letters from names using name card	• Orally blends simple words • Orally segments simple words • Talk about familiar books in provision • Use vocabulary learnt during ‘book of the week’ in play. • Write some or all first name without name card • Independent mark making shows some knowledge of emerging writing
How?	Rhyme of the week Book of the week (with signs) Name recognition First letter tracing Mark making using paintbrushes and water, pens, chalks, pens taped to small world characters Fine motor activities Guided drawing High quality mark making opportunities Squiggle While You Wiggle Dough Disco		Book blankets Playing claves and egg shakers along to the piano Word aware Name tracing Fine motor activities Squiggle while you wiggle Dough Disco Shared writing in meaningful contexts Focused drawing in meaningful contexts High quality mark making opportunities		Name copying Kim’s game (alliteration) Rhyme of the week Book of the week Fine motor activities Word Aware Shared writing in meaningful contexts Book votes Squiggle While You Wiggle Focused drawing in meaningful contexts	
Phonics F2 (See Church Vale Phonics Guided Book)	Phase 2 	Phase 2 	Phase 3 	Phase 3 	Phase 4 	Application of phase 3 and 4 

Literacy F2 steps for progress	- Hears initial sound consistently - Writes initial sounds - Confidently orally blends and segments - Reads ‘fast words’ inline with phonics program - Points 1:1 to words when reading phonics reading book - Can copy and rehearse dictated word or phrase	- Reads all phase 2 graphemes - Blends CVC words using known GPCs - Segments CVC words to write - Reads ‘fast words’ inline with phonics program - Reads phonics reading book using blending as their first strategy - Writes first name accurately - Can say what they want to write and orally rehearse it	- Continues to learn graphemes in phase 3 - Reads simple words containing phase 3 graphemes, digraphs, trigraphs. - Recall digraphs and trigraphs taught - Reads ‘fast words’ inline with phonics program - Talks in full sentences about a key character from a text - Writes 3 – 4 word sentences that themselves and others can read, with support. - Writes both names using good letter formation	- Reads most phase 3 digraphs and trigraphs - Reads ‘fast words’ inline with phonics program - Reads simple phonetically decoable phrases and sentences - Re-read books to develop fluency and understanding. - Talks in full sentences about key events from a text - Writes 3 – 4 word sentences that themselves and others can read - Sometimes uses a capital letter and full stop. - Forms some letters correctly.	- Say a sound for each letter of the alphabet - Read words consistent with their phonics knowledge using sound blending - Anticipates key events in stories - Use and understand vocabulary during dicussions about books we have read, rhymes and poems - Spells words consistent with their phonics knowledge using segmenting	- Say at least 10 digraphs - Reads simple sentences and books consistent with phonics knowledge - Reads a range of ‘fast words’ by sight. - Retell stories and narrative using their own words and recently introduced vocabulary - Use and understand vocabulary during role play. - Write recognisable letters, most of which are correctly formed. - Writes simple phrases and sentences that can be read by others
How?	Daily name writing intervention Daily Storytime Book blankets Book battles 1:1 reading Shared and guided writing Shared and guided reading High quality writing opportunities in provision Daily handwriting and finger gym Story baskets with props		Daily name writing intervention Writing washing line – weekly independent writing challenge Desert island books Book blankets 1:1 reading Shared and guided writing Shared and guided reading High quality writing opportunities in provision Daily handwriting and finger gym Story mapping Story baskets with props		Name writng intervention Writing washing line – weekly independent writing challenge Book blankets 1:1 reading Shared and guided writing Shared and guided reading High quality writing opportunities in provision Daily handwriting and finger gym Story mapping Story baskets with props Super sentence intervention	
Book of the week The following list of books is a starting point. Books will be added to themes according to children’ s preference and as new literature is discovered. See topic specific book progression.	Autumn The colour Monster Spots goes to School You Choose Elmer Peace at Last The Large Family Peppa Pig Owl Babies What’s in the Witches Kitchen The very helpful hedgehog We’re going on a Pumpkin Hunt The Owl who is afraid of the Dark The Squirrels who squabble The leaf thief Collection of Non-Fiction (Bonfire Night, Diwali, Changing Seasons) Christmas Collection 		Spring Traditional Tale selection The Elephant and the Bad Baby Giant Jam sandwich Each Peach Pear Plum Aesop’s Fables Handa’s surprise Tinga Tinga Tales Shift McGifty Cops and Robbers Zog and the Flying Doctors Stuck Percy the Park Keeper Robin Hood The runaway Chapatti Yeh-Shen – A Cinderella story from China Whatever Next Collection of Non-Fiction (People who help us) 		Summer Meerkat Mail Giraffes can’t Dance Neon Leon The Cave I love you Blue Kangaroo Wanda the Wallaby who lost her bounce Rumble in the Jungle The Very Hungry Caterpillar The Tadpoles Promise Panda Bear, Panda Bear, What do you see? The Big Book of Blue Collection of ‘Little People, Big Ideas’ Mad about Minibeasts The Big book of Bugs Norman the Slug with the Silly Shell Cyril the lonely cloud Under the same Sky 	

F1 Maths steps of progress	- Recites numbers 0, 1, 2 and 3 - Shows finger numbers 0 and 1 - Sorts objects into ‘big’ and ‘small’ - Sequences 2 events in everyday context e.g. visual timetable	- Subitises up to 3 objects - Explore shapes in provision - Understands position through words and actions ‘on top’ and ‘underneath’ - Uses words ‘big’ and ‘small’ - Notices patterns - Sequences 2 fictional events	- Accurately counts with 1:1 correspondence 1-5 - Recognises numerals 0,1,2 - Recites numbers 0 – 5 - Completes an insert jigsaw by selecting the correct shape. - Compares 2 different objects of different lengths - Uses words ‘on top’ and ‘underneath’	- Shows finger numbers 0 – 5 - Recognises when 2 groups have the same number objects - Selects correct shapes when building 3d structures. - Combines shape tiles to make pictures and new shapes. - Understands ‘in front’ ‘next to’ and behind without actions - Sequence 3 pictures from a story they have listened to or a past event.	- Uses the cardinal principle when counting a small group of objects - Recognises numbers 0 – 5 - Understands numerals and amounts can be recorded - Compares quantities using ‘more than’ and ‘fewer than’ - Recites numbers beyond 5 - Uses prepositions to describe how to get somewhere - Uses ‘heavier’ and ‘lighter’ when comparing 2 objects - Describes the visual timetable using words such as first, next and finally.	- Links numerals and amounts - Attempts to record numerals - Solves real world maths problems up to 5 e.g. I have 5 oranges but one has rolled away. - Talks about shape using informal and mathematical language - Uses ‘more’ and ‘less’, ‘full’ and ‘empty’ when playing in water or sand. - Notices, extends, corrects and creates an ABAB pattern. - Describes a past event using words such as first, next and finally.	
How?	Subitising cards Quick counting Number challenge Shape matching and exploration Simple sequencing cards Comparing the size of spoons, toys and clothes Simon says (on top and underneath) Pattern Fish and patterns on wallpaper/wrapping paper		Quick counting Number challenge Inset jigsaws Pattern eggs Number rhymes Tangram tiles Teddy hide and seek Sequencing cards Number flashcards		Quick counting Number challenge Route to Forest School, the hall and the mobile Teddy hide and seek Bucket scales and seesaw High quality capacity provision Numeral and amount matching		
F2 Maths steps of progress	- Rote counts 0 – 10 - Counts actions and sounds - Links numeral and amount 0 – 5 - Compares quantities - Compares length	- Subitises amounts to 5 - Explores composition of 5 - Selects, rotates and manipulates shape tiles - Names 2d shapes and some properties - Copies and continues repeating patterns	- Rote counts beyond 10 - Counts objects with accuracy - Subitises to 5 and talks about arrangements - Compose and decomposes shapes when using shape tiles - Compare weight	- Links numeral and amount 0 – 10 and beyond - Understands one more and one less - Recalls number bonds to 5 and some to 10 - Explore composition of 10 - Compares capacity - Creates own repeating patterns using different combinations.	- Subitises to 5. - Automatically recall number bonds to 5 - Compare quantities up to 10 - Recall double facts	- Talks about the composition of 10. - Count beyond 20 - Explore and talk about odds and evens - Distribute quantities equally.	
How?	Getting to know me: Baselineing Just like me: Matching, Sorting, Comparing Amounts, Comparing Mass and Capacity, Making Patterns It’s me 1,2,3: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles, Spatial Awareness Light and Dark: Four and Five, One more and One less, Squares and Rectangles, Night and Day		White Rose Maths Alive in 5: Composition of 4 and 5, Comparing 5, Comparing Mass and Capacity Growing 6,7,8: One more and One less, Combining two groups, Length and Height Building 9 and 10: Number bonds to 10, 3d shape, Pattern		White Rose Maths To 20 and beyond: Building numbers beyond 10, Counting Patterns beyond 10, Spatial Reasoning First, then and now: Adding more, Taking away, Spatial Reasoning Find my Pattern: Doubling, Sharing and Grouping, and Even, Spatial Reasoning On the move: Patterns and Relationships, Spatial Reasoning		Odd

F1 Past and Present steps of progress	Talks about what they looked like in the past	Talks about family history	
How?	Look at old family photos e.g. past christmases Make a 'Guess who?' book of baby photos	Explore jobs people in our family used to do e.g. butchers etc Look at photos of family at past historical events (such as the Queen's golden jubilee)	
F2 Past and Present steps of progress	- Talks about own family history - Identifies themselves in the past - Talks about how they have changed - Names a person from the past	- Compares and contrasts characters from stories including figures from the past - Knows about lives of the people around them and roles in society. - Comments on images of familiar situations in the past	- Knows some similarities and differences between the past and now, drawing on experiences and what has been read in class. - Understands the past through settings, characters and events through books read in class
How?	Look at family celebration photos from the past e.g. Mum and Dad's birthdays when they were small Make family trees Make a 'Guess who?' book of baby photos Discussions about things we can do now and things we could do in the past. Remembrance Day – Why do we wear poppies? Who was Captain Tom Moore?	Look at old photos and maps of our local community Learn who Robin Hood is what it was like to live in the past. Why was he a hero? Compare communities in the past and our community today	Learn about Mary Anning using 'Little People, Big Dreams' book Explore her discoveries of fossils. Discuss difference between her life and ours. Learn about Amelia Earhart using 'Big People, Little Dreams' book Explore her experiences as the first female pilot. Compare vehicles from the past and today Learn about Captain James Cook Explore his adventures around the world. Compare maps today and in the past Learn about David Attenborough using 'Little People, Big Dreams' book Explore his discoveries about animals. Compare technology from the past and today.
F1 People, culture and communities steps for progress	Develop positive attitudes about the difference between people	- Talk about different occupations - Continue to develop positive attitudes about the difference between people	- Knows there are different countries in the world - Looks at photos and can talk about differences they can see e.g. hot weather, different types of houses etc.
How?	Angela to visit school and tell the nativity story to F1. Children to understand Angela is special in our community. Celebrating Diwali, Harvest Festival, Halloween, Bonfire Night, Baptism, Christmas, Birthdays It is good to be different – explore similarities and differences between peers e.g. physical appearances, likes and dislikes	Visits from the local community and local heroes (Police, Nurses, Dentists) Role-play inside and outside to explore occupations Celebrating Chinese New Year – differences between Chinese culture and ours e.g. difference in clothes, diet and language	Look at a globe/world map. Explore the concept of countries. Discuss holiday destinations anybody has visited. Look at photographs/non-fiction of a contrasting country (Australia) notice the difference between weather, houses, animals, food. Share bible story – The Creation story (saddleback kids) with a link to our wonderful world

F2 People, culture and communities steps for progress	- Talks about members of immediate family e.g. occupation and apperances - Name and describe people who are familiar to me e.g. friends, wider families - Knows people have different beliefs and celebrate in different ways	- Draws information from a simple map - Talks about members of the community - Understands some places are special to members of the community	- Recognise similarities and differences between life in this country and life in other countries - Recognise some environments are different to the one I live - Describes immediate environment. - Knows some similarities and difference between different religious and cultural communities in this country. - Explain some similarities and difference between life in this country and life in other countries.
How?	Display family photos in the home corner Encourage parents to share special times on Tapestry Making family trees – what jobs do our grown ups do? Celebrating new friendships built in our cohort – making cards for each other at special times. Visit Church at christmas time – discuss it’s importance and why it is a special place for people to visit. Comparing differences and similarities between celebrations (Birthdays, Christmas, Diwali, Halloween, Bonfire night, Harvest festival) Use of non-fiction books to explore how people celebrate.	Visits from the local community and local heroes (Police, Nurses, Dentists) children to reflect on <i>how</i> they help people and aspirations for their future. Visit to the community: Look at maps of our community, making our own maps of where we live, explore old photographs of Warsop to compare and contrast, how did people shop in the past? Use non-Fiction Books to explore people’s roles in the community Visit to the church to celebrate Easter	Explore a world map. Where do we live? What is our capital city? Learn about a contrasting country (Australia) Explore animals from the contrasting country and their different habitats. Look closley at those countries and their weather, environment and culture. Explore similarities and differences in culture and religion – what festivals are celebrated? Compare and contrast local forests during forest school trips – do they have water? What animals have we seen there? What human features are there?
Notts RE syllabus	F5 Belonging. Friends and Family. I can explore how I belong to a family unit at home and school F5 Belonging. I can show how babies are welcomed at a baptism using role play. Link to Christmas – discuss how christians welcome a new baby F4 What times are special and why? Celebrating different fesitvals F1 Which stories are special and why? Link to Christmas and the Nativity story F3 What places are special and why? Visit to church/Angela to visit school	F1 Which stories are special and why? Story of Easter. F2 Which people are special and why? Discuss local heroes/link to miricle bible stories F3 What places are special and why? Visit to church/Angela to visit school. Why are our homes special to us? Explore special places in the community Share bibles stories: The wise and foolish builder, Blind man healed, Water into wine	F6 Our wonderful world. How can we care for living things and the earth? F1 Which stories are special and why? The creation story
F1 Natural World steps for progress	- Uses senses to explore natural objects - Explores collections of materials with similar or different properties - Notices changes	- Talks about what they can see - Notices differences in natural objects - Explores how things work - Talks about changes (adult led)	- Talks about what they see using a wider vocabaluary - Spontaneously talks about changes - Knows how to plant seeds - Knows plants need sunshine and water to grow - Understand life cycle of a butterfly and can talk about each stage when looking at a picture - Understand life cycle of a sunflower - Explore and talks about pushing and pulling - Talks about differences between materials - Looks after our outdoor plants and any living creatures.
How?	Hands on exploration of Autumnal objects: pine cones, conkers, chesnuts, acorns, leaves. Introducing language: round, spikey, smooth. Sorting leaves into colour, shape and size. Sorting vegetables into size, shapes, textures. Notices change in weather – contrast between warmer sunnier days and colder days. What do we wear? Feeding the birds.	Weekly Forest school sessions Using binoculars and magnifying glasses to look closley at features Changes in trees between winter and spring, change in weather and what we wear. Explore different types of birds, eggs and mammals. Investigation Station: Open ended explorative provison e.g. wind up toys, torches, magnets. How do they work? Cooking station – what happens when things bake? What happens to ingredients when we mix them? Watching butter melt.	Weekly Forest school sessions Using binoculars and magnifying glasses to look closley at features Regular oppurtunity for children to notice changes due to visited the same forest school area regularly. Plant cress seeds, sunflowers and potatoes. Daily watering plants monitors Litter monitors – why we need to pick up rubbish? Minibeast hunting – how we look after minibeasts? Picking them up gently, putting them back in the right place.

F2 Natural World steps for progress	• Understands the change in seasons between Autumn and Winter • Talks about how the natural world looks during these seasons		• Explores the natural world around them • Describes what they see, feel and hear when outside • Understand the change in seasons between winter and spring • Talks about how the natural world looks during these seasons		• Makes observations of the natural world around them • Draws pictures of animals and plants • Talks about similarities and differences between the natural world around them and contrasting environments • Understands melting and freezing. • Talks about the seasons and changes they have observed. • Understands life cycle of a frog and a bean plant.	
How?	To explore features of Autumn: Autumn treasure hunt, Autumn walk, Autumn crafts, Forest School, Sorting leaves, comparing features of our Forest environment/school environment. Read Autumn and Winter non-Fiction to inform learning. Sort celebrations into Autumn and winter – Halloween and Christmas Visit from a farmer at Harvest time – what do the vegetables look like when they are grown and picked? Observe natural changes between Summer into Autumn and Autumn into Winter. What happens to animals during Autumn? Explore hibernation and migration. Observational drawing of how trees and plants change during Autumn and into winter		Weekly forest school sessions in our forest school environment. Monthly forest school sessions to local forests – making comparisons between environments. To explore features of Spring: Hunt for Spring clues, Looking closely at Spring flowers and buds, Explore baby animals (Lamb visit), Spring crafts Read Spring and baby animals Non-Fiction to inform learning. Follow journey of a hedgehog and swallow – what happens to them in spring after hibernation/migration? Science Tots begins: open ended exploration into changes, everyday science and how things work. Observation drawing of spring flowers/blossom at different stages.		Weekly forest school sessions in our forest school environment. Monthly forest school sessions to local forests – making comparisons between environments. Explore animals from the contrasting country and their different habitats. Look closely at those countries and their weather, environment and culture. Plant beans, carrots and poppies Demonstrate pollination using poppies Observe roots, stems and leaves growing and purposes of them. Observational drawings of plants and different stages of growing. Making own fruit ice lollies. Leaving them to melt in different environments – which melts fastest? To explore features of Summer: Weather, Minibeasts, Planting and Growing, Observation of plants and animals Minibeasts and Summer Non-Fiction book to inform learning Observe life cycle of bean plant and introduce tadpoles into the environment. Science Tots: open ended exploration into changes, everyday science and how things work. Recycling materials: sorting objects into materials, learning how to recycle. Introduce sea pollution – how can we help?	
F1 EAD steps for progress	• Explores small world construction • Explores different materials e.g. paper, card, sellophane, tape • Listens to sounds with increasing attention • Copy simple actions when singing a nursery rhyme • Explore instruments • Talks about colour	• Takes part in simple pretend play based on everyday experiences. • Uses small world construction to build and balance. • Knows what to use some materials for e.g. glue stick • Creates closed shapes with lines e.g. simple face • Sing most words of 1 nursery rhyme. • Attempts to copy pitch and melody. • Knows how to bang a drum and shake a tambourine.	• Thinks about what materials they want to use. • Explores different textures • Draws shapes to represent different objects beyond a person • Shows happy and sad in drawings and paintings • Explores colour mixing • Sing 2 rhymes accurately • Plays instruments with increasing control	• Begins to develop stories using small world equipment. • Uses small world construction to make a setting for their play • Tells a grown up what they want to make • Tells a grown up the songs they like to listen to • Sings more than 2 rhymes accurately	• Developing ideas about what to model, build, draw • Can join different materials together • Uses different small construction to make settings for play • Consistently joining in with rhymes and songs during singing sessions •	• Decides what materials to use • Draws with details e.g. arms, legs, facial features • Develops stories using small world equipment • Sings rhymes and songs they know in play • Sings the pitch of a tone to match another person • Makes up own songs, sometimes based on a song they already know • Uses instruments to express feelings and ideas (for example adding instruments to songs)

How? Being Imaginative and Expressive	Guided drawing Box modelling Environmental sounds Lunch time music (nursery rhymes) Modelling and exploring instruments in provision Exploring coloured materials and paints in provision Christmas crafts Modelling small construction both indoors and outdoors Singing (nursery rhyme progression, all about me songs, action songs) Role-play: Home corner, Meg’s House, Diwali, Nativity Scene, Santa’s Workshop, celebrations Colour mixing – firework pictures and pumpkin painting Pet collages Model using Autumn natural objects (leaf hedgehogs) Singing lessons: Autumn songs, All about me, Nursery rhymes, Action songs Guided drawing of self, family, characters and simple animals Model using people and communities small world resources in provision Add personalised small world characters of the children Model using PVA glue, Pritt stick, tape and scissors on box modelling Model using instruments and moving to music on the stage		Box modelling – model creating for a purpose (for example a house for the three pigs or emergency vehicles) Represent characters from traditional tales and talk about whether they are happy or sad Use Tapestry to share creations Use different textured natural objects during forest school to craft. Use small world construction in story sacks Role-Play Area: Giant’s Castle, Grandma’s cottage, Doctors, Fire-fighters, Police Station, Buses and Bus Stops Guided drawing of the pigs houses, emergency vehicles and natural objects during Forest School. Natural paintbrushes and exploring colouring mixing Rhyme progression and rhyme bags Moving to music – Boogie Beebies and PE Lessons Introduce music during lunch times – rhymes, songs from films/tv and popular music. Intrumental sounds games and instruments during singing with Mrs L		Use Tapestry to share box models/drawings/paintings that have been created for a purpose Provide different joining tools in a variety of contexts for children to choose from (tape, PVA, Pritt stick when creating leaf crowns at Forest school) Model using natural small world objects to create small world settings during Forest school Singing Lessons: Growing songs, Songs about the weather, animal songs, developing own songs Moving to music – Boogie Beebies, PE warm ups, music on the stage from different cultures Provision opportunities that link to rhymes – spiders, guttering and watering cans. Provision that provides a range of choices for materials, colours, joining tools. Pitch matching register on singing days	
F2 EAD steps for progress	• Listens carefully to music • Explores and engages in music making • Introduces storylines in pretend play (role play or small world) • Joins in with weekly singing session and shows enjoyment • Explores a variety of artistic effects	• Watches and talks about dancing • Explores moving their body to music • Responds to different forms of dance, expressing feelings and responses • Joins in with dance moves when learning the christmas dance • Performs dance in a group (Christmas peformance) • Accurately sings rhymes we have learnt this term • Follows pitch and melody when singing in a group • Uses a variety of artistic effects to express ideas	• Moves to and talks about music, expressing feelings and responses • Sings in a group or alone, incresingly matching pitch and following a melody • Creates collaberatively, sharing ideas, resources and skills (small world, construction, painting/box modelling)	• Performs music in a group • Models represent planned intentions • Uses previous learning to refine and develop ideas. • Develop storylines in pretend play	• Safely uses and explore a variety of tools, techniques and materials • Experiements with colour • Enjoys sharing their creations • Uses props and materials when role-playing characters in narratives or stories. • Sings a range of well-known nursery rhymes • Performs songs and rhymes with others	• Experiements with design, texture, form and function. • Explains processes they have used in creations • Invent, adapt and recount narratives and stories with peers and teacher • Sings a range of well-known songs • Performs poems and stories with others • Tries to move in time with music

How?	• Explore different Genres of music – talk about how they make us feel. • Weekly music sessions – children to expand knowledge of musical instruments and play in time with beat. Explore volume and speed. • Open ended role play (real and fantasy) opportunities on offer daily. E.g. Home corner, Meg’s House, Diwali, Nativity Scene, Santa’s Workshop, celebrations • Introduce children to new songs during singing following rhyme progression. • Gradually open and introduce open ended EAD provision. Alternate between open ended and closed provision opportunities. • PE focus: dance. Exploring different forms of dance – Bollywood dancing to link with Diwali. • Learning Christmas performance. • Line drawing of family pictures • Colour mixing: Fireworks, Pumpkin painting • Christmas Crafts – children to focus on cutting skills and an artistic skill they have explored in free flow this term. • Quality small world provision – adults modelling combining block play and small world play.	• Continue to follow rhyme and song progression • Display songs we have learnt on stage outside alongside music. Encourage group and solo performances • Model collaborative play using block play and small world outside and inside. • Celebrate and display EAD projects. • Guided box modelling to introduce plan and create. • Introduce book of the week resources into reading area to encourage storytelling. • Link outdoor role-play to topic or theme. • Box modelling opportunities: emergency vehicles, 3 pigs houses, bridge for the Billy goats gruff. • Role-Play Area: Giant’s Castle, Grandma’s cottage, Doctors, Fire-fighters, Police Station, Buses and Bus Stops • Guided drawing included in finger gym	• Ensure resources are available for children to use and apply techniques they have learnt this year in provision. • Ensure a range of tools are always on offer in EAD and dough area. • Display photos of past creations and artistic forms for inspiration • Colour mixing – under the sea picture. Adding white to create different shades. • Role-Play Area: Jungle, Camping, Airport, Seaside, Pirates, Dinosaurs • Portraits of famous people from the past • Ensure role-play matches topic and books to encourage role play. • Display storymaps and props in reading area for retelling. • Continue to follow rhyme progression.
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