F2 - LONG TERM PLAN 26-27

Learning is sequenced from children's immediate experiences to the wider world, enabling them to describe, explain and compare with increasing independence.
In Reception, children build on their Nursery learning by describing, explaining and comparing the world in greater detail, using an increasingly wide and precise vocabulary.
This prepares children for Year 1 by developing their ability to explain ideas, use subject-specific vocabulary and apply their knowledge across different contexts.
By the end of Reception, children will be able to explain their understanding, make comparisons and apply their knowledge using a wide and precise vocabulary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	**MARVELLOUS ME** 	**LET'S CELEBRATE** 	**OUT OF THIS WORLD** 	**THE MAGICAL KINGDOM** 	**COME DINE WITH ME** 	**ON THE FARM** 
Implementation	Learning is delivered through a balance of adult-led teaching and carefully planned continuous provision. Adults explicitly teach and model new vocabulary, revisit prior learning and support children to explain their thinking. Adults support children to make links between different areas of learning, helping them to connect new knowledge to what they already know. Children are given regular opportunities to apply their knowledge through play, discussion, storytelling and problem-solving across the provision. Adults regularly revisit and recap prior learning through questioning, discussion and continuous provision to support children to remember more over time.					
Link to our 5 C's	**Compassion and Confidence** **Why this fits:** Building on Nursery learning by exploring identity, relationships and how children have changed over time. Developing compassion by encouraging children to recognise and talk about their own feelings and those of others, and begin to understand how their actions affect people around them. Building confidence through sharing ideas, reflecting on their	**Community and Curiosity** **Why this fits:** Exploring a range of celebrations and traditions in greater depth, including why people celebrate and what these occasions mean to different communities. Developing community by recognising similarities and differences between people's experiences and understanding how shared traditions bring people together. Encouraging curiosity by asking questions, making comparisons and exploring	**Curiosity and Courage** **Why this fits:** Exploring space in greater depth, including Earth, the Moon and planets, and how they are different from everyday life. Developing curiosity by encouraging children to ask questions, make predictions and explore ideas about space and how it works. Building courage by supporting children to engage with complex and unfamiliar ideas, challenge their thinking and share	**Confidence and Community** **Why this fits:** Exploring imaginary worlds in greater depth, including castles, kingdoms and the roles of different people within them. Developing community by understanding how people work together in different roles and how communities are organised. Building confidence through sustained role play, explaining ideas and using a wider range of vocabulary to describe characters, settings and events.	**Confidence and Compassion** **Why this fits:** Exploring food, healthy choices and how we look after our bodies, including diet, hygiene and exercise. Developing compassion by encouraging children to understand how to care for their bodies and make choices that support their wellbeing. Building courage by trying new foods, discussing unfamiliar ideas and making independent choices about healthy lifestyles.	**Compassion and Community** **Why this fits:** Exploring life on a farm in greater depth, including animal lifecycles, needs and the roles of farmers. Developing compassion by understanding how animals are cared for and why their needs must be met. Developing community by recognising how farmers and other roles contribute to providing food and supporting the wider community.

	experiences and beginning to explain what makes them unique.	new ideas about the world and seasonal change.	their understanding with others.			
Enquiring into	My new class/starting school Learning King Eds rules and routines! Feelings/emotions My special people My body	Celebrations Special occasions Diwali Bonfire night Remembrance Day Birthdays Christmas Seasonal change: Autumn	Earth and planets The Moon Rockets and space travel Astronauts Celebrations: Chinese New Year Seasonal change: Winter	Castles Medieval characters Magical creatures Seasonal change: Spring Celebrations: Easter, Pancake Day	Food and drink Oral hygiene Growing vegetables Keeping active	Lifecycle of a chick Baby animals Animal needs Farm Transport Farmyard jobs Seasonal change: Summer
High quality texts to share and enjoy	You choose -Pippa Goodhart Love makes a family - Sophie Beer This is me -George Webster Its ok to be different - Todd Parr How are you feeling today -Molly Potter	Dipal's Diwali – Sital Gorasia Chapman Kipper's Birthday – Mick Inkpen The Christmas story - Melanie Joyce The leaf thief -Alice Hemming Bonfire night -Nancy Dickman	Man on the Moon – Simon Bartram How to Catch a Star – Oliver Jeffers Aliens Love Underpants - Claire Freedman The Darkest Dark - Chris Hadfield Look Up! - Nathan Bryon	Zog – Julia Donaldson The Princess and the Wizard – Julia Donaldson George and the Dragon – Chris Wormell There's a dragon in Your Book – Tom Fletcher The Queen's Hat – Steve Antony	The Magic Porridge Pot – Ladybird Oliver's Vegetables – Vivian French Oliver's Fruit Salad – Vivian French Handa's Surprise - Eileen Browne Eat Your Greens, Goldilocks – Steve Smallman	What the Ladybird Heard - Julia Donaldson Farmer Duck - Martin Waddell- The Pig in the Pond – Martin Waddell A Squash and a Squeeze – Julia Donaldson See How They Grow: Farm – Angela Royston
T4W texts	From head to toe Finding a friend	-	Whatever next The three little aliens and the big bad robot	The rainbow princess We're going on a dragon hunt	The gingerbread man The little red hen	Old Mac's Farm Stuck in the mud
'Wow' moments / enrichment / significant people	Chatterboxes	Plan/ prepare for a special celebration Passport -Have a party Christmas performance Visitor -Library	Significant person – Kandinsky Passport -Make a mud pie Opportunity -Bike ability Opportunity -Dancing Clare Chinese New Year Hook -UFO landing in the EYFS playground	Significant person - Mr. Bloom Walk to Spider Park Visitor -The Reverend from St. Peters church Eid Hook -There's a dragon on our school field, dragon egg	Significant person - Simone Biles Visitor -Library Planting seeds/bulbs	Passport -Build a den Farm visit Passport -Care for an animal
Characteristics of effective learning	**The Characteristics of Effective Learning describe behaviours children use in order to learn.** To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them well and make good progress in all the areas of learning and development. **Playing and exploring** – children investigate and experience things, and 'have a go' **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.					

Key questions	What makes me, me? What parts does my body have? How have I changed? Do we always feel the same? Which people are special and why?	Why are the leaves falling off the trees? Why do we celebrate birthdays? Why do people wear poppies on Remembrance Day? What is the Nativity story? Why is Christmas special for Christians? Why are Diva's lit during a Diwali celebration? How are different celebrations the same and different?	Where do we live? How is space different from Earth? How do people travel to space? Why do astronauts need special equipment? What happens during winter? How is Chinese New Year celebrated?	What is a magical kingdom like? Who lives in a magical kingdom? How do people protect a magical kingdom? What celebrations might happen in a magical kingdom?	How do we look after our teeth? What do plants need to grow? What helps us to stay healthy? Why is it important to move our bodies?	Where do chicks come from? What baby animals can we find on a farm? What do farm animals need to live? What vehicles can we see on a farm? How do farmers look after animals?
Key knowledge (Important bit)	My body has parts such as arms, legs, head and feet. We use our senses to understand the world around us. I have changed since I was a baby as I have grown bigger and can do more. Special people are people who care for us, such as family and friends. We can feel different emotions, and these can change so we do not always feel the same.	Leaves fall from trees in Autumn because the season changes A birthday celebrates the day a person was born. People wear poppies to remember soldiers who died in war. Christmas is special for Christians because it celebrates the birth of Jesus. Diwali is a celebration where people light lamps (divas) to guide Rama and Sita home.	We live on planet Earth. Space is different from Earth because it has no air and no ground to stand on. In space, we can see the Sun, Moon, stars and planets. People travel to space in rockets that launch from Earth into space. Astronauts wear space suits to stay safe because there is no air in space. During winter, the weather is cold. We may see frost, ice and trees without leaves Chinese New Year is a celebration. Red is a lucky colour, and 2027 is the Year of the Goat.	A magical kingdom is an imaginary place found in stories. Kings, queens, knights and dragons can live in a magical kingdom. Castles have features such as towers, turrets, walls, moats and drawbridges. People protect a kingdom using guards, shields, flags and strong walls. Magical kingdoms can have celebrations such as feasts and banquets.	We stay healthy by eating healthy food such as vegetables, drinking water, exercising and keeping clean. We can keep our teeth healthy through oral hygiene and visiting the dentist. Exercise helps make our bodies strong and gives us energy. Plants need water, sunlight and time to grow.	Chicks hatch from eggs. Farm animals have babies such as lambs, calves and chicks. Animals need food, water and shelter to live. Animals may live in places such as stables. Farmers care for animals and help provide food for people. Vehicles such as tractors and combine harvesters are equipment that help farmers do their jobs.
Key vocabulary- consolidate F1	Angry, excited, special, same, different, change, friend, family, arms, shoulders, legs, knees, fingers, feet, toes, neck, chin	Celebrate, balloon, born diva, Rangoli, Rama, Sita, Remember, Soldier, war, acorn, orange, brown, yellow, conker, pinecone, bonfire, sparklers, safety, nativity, Jesus, Mary, Joseph, donkey	Earth, planet, space, planets, space travel, launch, space suit, explore, air, astronaut	Turret, drawbridge, tower, moat, flag, shield, feast, banquet, protect	Teeth, oral hygiene, dentist, vegetable, healthy, exercise, strong, energy, active	Egg, chick, hatch, calf, lamb, shelter, care, combine harvester, stable, job, equipment

Rhyme progression	I've got a body Clap, clap hands Head, shoulders, knees and toes	Ring a ring o' roses I hear thunder We're marching in our wellingtons	Down in the jungle Baa, baa black sheep Hey Diddle Diddle	Mary, Mary quite contrary Horsie, horsie don't you stop Humpty Dumpty	The muffin man Ten fat sausages sizzling in a pan Brush your teeth	Busy farmer ben I went to visit a farm one day Little Bo Peep
Communication and language	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children,** and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through **conversation, storytelling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**. Whole EYFS focus – C&L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time					
	Whole EYFS focus – C + L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time. These experiences support children's speaking, listening, and understanding, laying the foundation for learning across all areas of the curriculum.					
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives** and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.					
	<u>New beginnings</u> Recognise that they belong to their class and feel a sense of belonging Share information about themselves, talking about what makes them unique Recognise and name emotions (e.g. happy, sad) and begin to explain why they feel this way	<u>Relationships</u> Play cooperatively with others, taking turns and sharing within a group Join in group activities and games with increasing independence Recognise how others are feeling (e.g. happy, sad, angry) and respond appropriately	<u>Good to be me</u> Talk about their preferences, explaining what they like and dislike Express a range of feelings (e.g. excited, proud) and begin to explain why they feel this way	<u>Getting on and falling out</u> Interact positively with others, showing kindness and using polite language (e.g. saying sorry) Wait for a turn and ask for help when needed with increasing independence Manage simple conflicts by using strategies such as talking, listening and compromise	<u>Going for goals</u> Recognise their own strengths and understand that people are good at different things Show resilience by trying new things and beginning to set and work towards simple goals Understand that effort and perseverance help them to improve and achieve	<u>Changes</u> Talk about how they have changed since starting school, describing their development over time Explain how change can make them feel and describe different emotional responses Show empathy towards others, offering support when someone is upset
Physical Development	EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both **indoors** and **outdoors**, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing **healthy bodies** and **social and emotional well-being**. Fine motor control and precision helps with **hand-eye co-ordination** which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.					
	-	<u>Introduction to PE</u> Develop control, balance and coordination through structured PE activities,	<u>Dance</u> Move in different ways in response to music, showing awareness of	<u>Fundamentals</u> Develop fundamental movement skills (e.g. balance, coordination,	<u>Gymnastics</u> Use balance, strength and coordination to perform controlled movements and simple sequences	<u>Games and ball skills</u> Apply ball skills (throwing, catching, kicking, aiming) with increasing accuracy and control in games

		following instructions and using space safely	rhythm, timing and changes in movement	agility) with increasing control and confidence		Follow simple rules and work cooperatively as part of a group
Literacy	EYFS Statutory Educational Programme: It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they **read** with them, and **enjoy rhymes**, **poems** and **songs** together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar **printed words** (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Literacy is developed throughout the year through the Little Wandle phonics programme, storytelling and talk for writing. It is embedded in both planned child-initiated play and activities, through high quality interactions with children. These include modelling and extending language, exploring ideas and encouraging talk, recalling and narrating experiences, facilitating early mark-making and writing. Communication and language sit at the heart of writing. Everything we do to build language and support communication feeds into the writing our children produce, even at the very earliest stages of their mark-making. The development of fine and gross motor is also key, with art, craft and physical play helping to develop the strength and co-ordination needed for writing. (See benchmark document for detailed progression)					
Maths	EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<u>Subitising</u> Subitising within 3 <u>Counting and number sense</u> Focus on counting skills <u>Composition</u> Explore how all numbers are made of 1s Focus on composition of 3 and 4 <u>Subitising</u> Subitise objects and sounds <u>Comparison</u> Comparison of sets - 'just by looking'	<u>Counting, number sense</u> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 <u>Comparison</u> Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number <u>Composition</u> Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 <u>Counting, number sense</u> Practise object counting skills	<u>Subitising</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 <u>Counting, number sense</u> Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number <u>Composition</u> Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	<u>Counting, number sense</u> Focus on the 'staircase' pattern and ordering number <u>Comparison</u> Focus on ordering of numbers to 8 Use language of less than <u>Composition</u> Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers <u>Mass and capacity</u> Compare mass Find a balance	<u>Counting and number sense</u> Counting – larger sets and things that cannot be seen <u>Subitising</u> Subitising – to 6, including in structured arrangements <u>Composition</u> Composition – '5 and a bit' Composition - of 10 <u>Comparison</u> Comparison – linked to ordinality Play track games <u>Length, height and time</u> Explore and compare length Explore and compare height Talk about time Order and sequence time	<u>Revisit and assess</u> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting <u>Explore 3D shapes</u> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Pattens in the environment

	Use the language of comparison: more than and fewer than <u>Measure and pattern</u> Compare size, mass and capacity Explore simple patterns Copy, continue and create simple patterns	Match numerals to quantities within 10 Verbal counting beyond 20 <u>Explore 2D shapes</u> Identify, name and compare circles, triangles and shapes with 4 sides Shapes in the environment Describe position My day and night		Explore and compare capacity		
Understanding the World	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
People, Culture and Communities	Begin to explore the school community, recognising the people who are part of it and understanding their roles Introduce school rules and routines, supporting children to understand expectations and develop a sense of belonging Discuss special people in children's lives, encouraging them to describe relationships and talk about similarities and differences	Begin to explore different cultures and celebrations, recognising similarities and differences between people's experiences Learn about Diwali and Christmas through stories, discussion and shared experiences	Explore Chinese New Year, describing traditions, food and celebrations and comparing them to those already known Talk about their home, school and country, understanding that they live on Earth and that people live in different places around the world Describe the role of astronauts, explaining what they do and how they work together to explore space	Explore local natural spaces (Spider Park), describing how they are used by the community and creating simple maps of journeys Explore celebrations such as Easter, describing traditions and recognising similarities and differences Invite visitors e.g. Reverend from different religious and cultural communities into the classroom to share their experiences with children Describe what a community in a magical kingdom might be like, using role play and storytelling to explain ideas Identify and describe the roles of people in a kingdom (e.g. kings, queens, knights), understanding how they work together	Explain how people make healthy choices, including food, drink and exercise, and describe routines that help them stay healthy	Describe how farmers care for animals, explaining how this supports communities by providing food

Past and Present	Use visual timetables to sequence daily events, developing an understanding of order and routine Ask families to send in photos of their child as a baby or toddler. Display the photographs and ask the children to think about how they have changed. Sequence stages of growth (baby, toddler, child), beginning to understand chronological order Comment on photos of their family; naming who they can see and of what relation they are to them/draw a family portrait	Explore Remembrance Day through photographs and simple storytelling Discuss personal experiences of celebrations (e.g. birthdays, Christmas), describing what has happened before Use a class calendar to think about time durations and how many sleeps to Christmas	Learn about significant people (e.g. Neil Armstrong), understanding how their actions helped us learn about space	Compare clothing, homes and daily life from the past with their own lives today Sequence events in familiar stories, beginning to understand that the past is different from the present	Name and understand days of the week, recognising patterns in time (school days/home days) Talk about changes in their own lives (e.g. "when I was younger") and begin to link this to wider change	Recognise that farming has changed over time, comparing modern machines with those used in the past
The Natural World	Use senses to explore the environment, describing what they can see, hear, feel and smell	Observe seasonal change during an Autumn walk, identifying features such as leaves, weather and changes in trees, talking about what they notice and how things have changed over time Explore light and shadows, making simple predictions about what will happen, and talking about what they notice when light is blocked or moved Investigate materials and changes (e.g. baking), observing what happens when materials are mixed	Observe seasonal change during a Winter walk, describing weather and environmental differences Explore how ice melts, making simple predictions, observing changes over time and talking about what they notice Recognise that Earth is a planet in space and that we live on it, talking about what they notice about the sky and how it is different from Earth.	Observe seasonal change during a Spring walk, identifying new growth and environmental changes, talking about what they notice and how things are changing over time Investigate materials (stone, wood, metal), comparing what they notice about different materials and how they are used. Explore different forces (e.g. magnets), making simple predictions about what might happen and talking about what they notice.	Plant and care for seeds, making simple predictions about what will happen, observing changes over time and talking about what they notice Explain how exercise affects the body (e.g. breathing and heartbeat), talking about what they notice after being active. Describe why hygiene, food and exercise are important for staying healthy, making links to their own experiences. Sort healthy and unhealthy food	Observe seasonal change during a Summer walk, identifying features of the environment, talking about what they notice and how things have changed over time. Recognise and name baby animals, matching them to their adult forms, talking about what they notice and how animals grow and change. Explain the lifecycle of a chick, describing changes over time and talking about what they notice at each stage.

		or heated and talking about what they notice.	Describe features of space, including the Sun, Moon, stars and planets Explore the Moon, stars, Sun and planets, describing what they can see and talking about what they notice and how this is different from Earth Explore movement and forces through rockets, making simple predictions about how objects will move and talking about what they notice when objects are pushed or launched.	Describe natural environments (forests, hills), talking about what they notice and how they are similar or different to places they know.		
Religious Education	Which people are special and why?	What times are special and why?	Who are we and how do we belong?	What places are special and why?	Our wonderful world	What stories are special and why?
Expressive Art and Design	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Explore musical instruments, songs and rhymes, listening to and responding to sounds through movement Engage in imaginative play based on familiar experiences, taking on simple roles (doctor) Use drawing to represent the human body, adding simple features with increasing control	Continue to explore music, copying simple rhythms and joining in with repeated patterns Engage in imaginative play linked to celebrations, developing roles and interactions Perform to an audience with increasing confidence and expression (e.g. Nativity) Watch live or recorded performances, describing	Respond to music, showing awareness of changes in sound (e.g. tempo, pitch) through movement and mark making Engage in imaginative play linked to stories, developing simple storylines Draw with increasing detail to represent people, objects and experiences	Create simple rhythms and sound patterns using instruments and voice Engage in imaginative play based on real and imaginary environments, developing narratives and roles Use collage techniques (e.g. scrunch, twist, fold) to create detailed representations Mix colours with increasing control and purpose	Perform songs, music and actions with increasing confidence and control Engage in sustained imaginative play based on real-life experiences, developing shared play with others Draw self-portraits, landscapes and familiar objects, adding increasing detail Use drawing tools to create lines of different thickness and tone	Use instruments purposefully to create sounds and simple compositions Engage in sustained imaginative play, developing storylines and roles with others Use a range of collage and modelling techniques to create detailed representations (e.g. animals)

	Create collaborative artwork using a range of materials to represent ideas and experiences (e.g. drawing around bodies) Respond to music through mark making, using lines, colours and shapes to represent what they hear Develop fine motor control when using tools (e.g. holding a paintbrush with a tripod grip) Create simple junk model instruments, exploring how sound is made Use glue and joining equipment with increasing control Explore construction using a range of materials and begin to build with purpose	what they see and how it makes them feel Manipulate materials (e.g. clay) to create models with increasing control (e.g. diva lamps) Use a range of techniques (e.g. printing) to create repeated patterns (e.g. fireworks) Mix colours to create new colours with increasing independence Join materials using a range of tools (e.g. glue, tape) with control Create purposeful artwork linked to experiences and events (e.g. cards, calendars)	Explore and use a range of artistic techniques to create patterns and pictures (e.g. abstract art, paint on a variety of surfaces, exploring texture and effect) Design and make models (e.g. rockets), beginning to explain what works and why Use tools (e.g. thin brushes) with increasing control to add detail Select and join materials in different ways, beginning to choose tools independently	Secure models using a range of joining techniques with increasing independence	Experiment with colour, changing shades by adding white or black Create observational drawings (e.g. plants, food), using different media with increasing control	Create models using materials such as clay, shaping and refining their work (e.g. farm animals) Select and use tools independently to improve and add detail to their creations Draw with increasing detail and control to represent people, animals and environments Evaluate their creations and make improvements (e.g. adding texture, detail) Design, make and evaluate models (e.g. tractors, animal homes), explaining what they have made and how
Computing	Begin to explore technology in the environment, recognising different devices (e.g. phones, tablets) and how they are used Explore and describe how technology has changed (e.g. different types of phones)	Use devices that produce sound, controlling volume and responding to changes	Explore objects that work in different ways (e.g. torches), describing how they function Begin to follow simple online safety rules, understanding how to use devices safely with adult support Use technology to record and talk about learning (e.g. observations, walks)	Use technology for a purpose, selecting simple applications (e.g. drawing on an iPad) Begin to use digital books, recognising similarities and differences between e-books and physical books Retrieve simple information from a computer (e.g. about castles), with support	Take part in video communication, understanding that technology can connect people Create and use technology to collect and present information (e.g. simple pictograms) Begin to programme simple devices (Bee-Bots), giving instructions and predicting outcomes	Use the camera to record videos, creating simple digital content Create and explain simple digital content (e.g. videos, images) Use technology with increasing independence and explain what they have created and why

					Give and follow instructions to control devices and achieve a goal	