

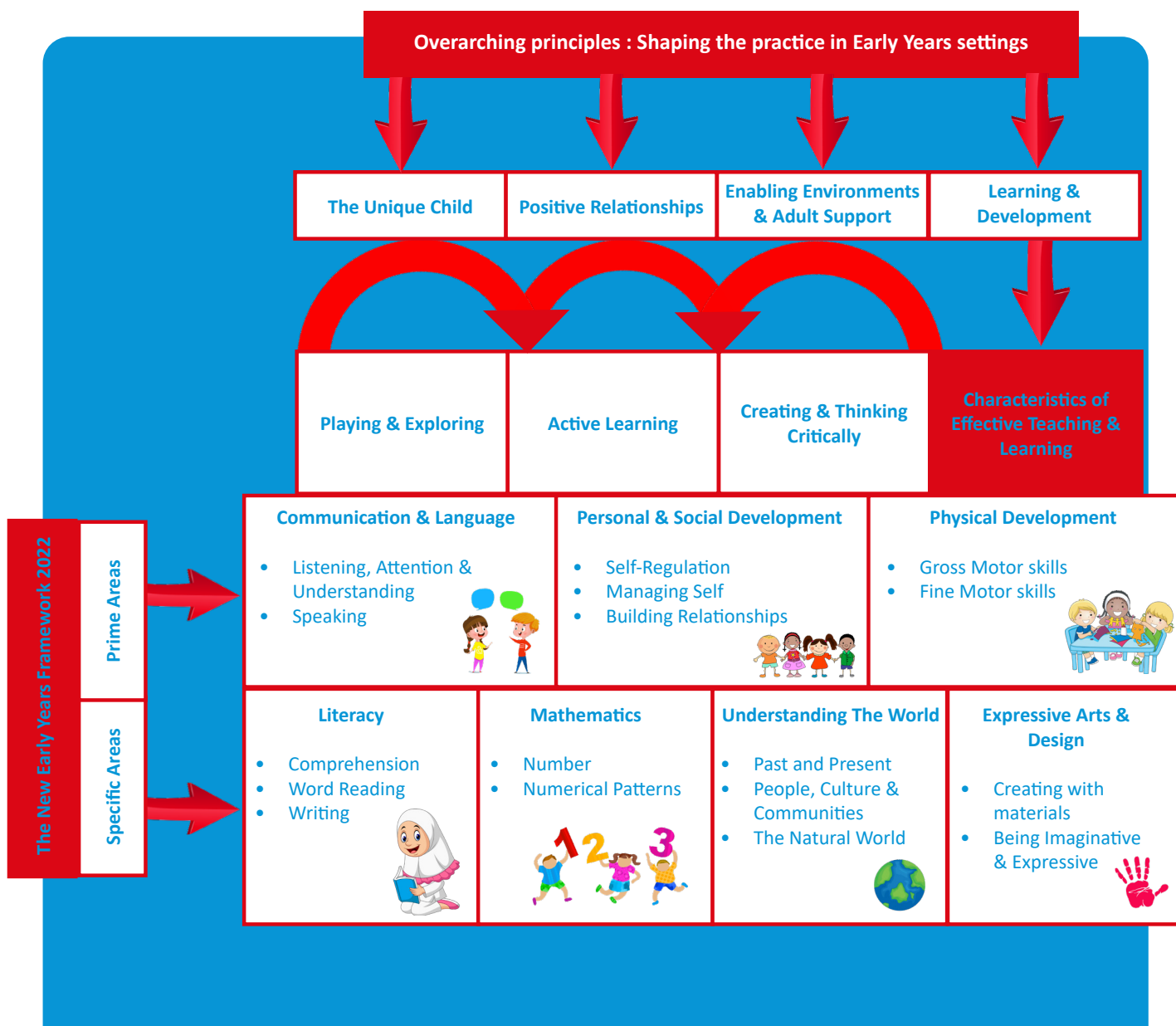


EYFS Curriculum

Non-negotiables for EYFS at Dallow

- Meet their personal hygiene needs e.g.
Independently use the toilet
- Dress and undress independently
- Confidently be able to communicate with others
- Work and play cooperatively and take turns with others
- Participate in class discussions and ask questions
- Recognise and write their first and surname
- Form letters correctly using cursive handwriting
- Recognise sounds and blend to read
- Able to read and write simple sentences
- Recognise numbers 1-20
- Count Beyond 20





Improving the life chances of every child



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes These themes may be adapted at various points to allow for children's interests to flow through the provision	I love being me!	Celebrate good times! Seasons	Brrr it's cold 999 what's your emergency?	Roarasaurus Alien Invasion!	Blooming marvellous! What a beast! Superheroes	Once upon a time Come fly with me
Learning Topics	Transition visit My family Starting school My new class New Beginnings Who's who Friendships School rules & Safety Past and present Similarities & differences	Bonfire night Diwali Halloween Hanukkah Christmas Black history month Remembrance Day Harvest Special places Similarities & differences Weather & seasons.	Chinese New Year Police Doctors Nurses Dentist Fire fighters Teachers Librarian Builders Chef Lollipop person Health & hygiene Similarities & differences Compare countries (Antarctica) Habitats	Past & Present Diets Similarities & differences Space Forces Solar system Astronaut Aliens Easter World book Day Mothers day	Life cycles: Frog, Caterpillar, Chickens and Plants Growing and planting Superhero powers Healthy eating Keeping safe Good choices Forces Changing states Ramadan/Eid	Features of a seaside Comparing the seaside to Luton town. Comparing now and then. Traditional tales - Writing focus Eid/Hajj Fathers Day
Linked text	The Rainbow fish. Owl Babies. Once there were Giants. The Smartest Giant. The Colour Monster. Elmer.	The Gruffalo. Funny Bones. Winnie the Witch. The Stickman. The Jolly Postman. Goldilocks and the three bears. Farmer Duck.	The Emperor's Egg. People who Help us books. Fiction and non-fiction texts for Penguins. Nursery Rhymes.	Supertato. There's an alien in your book. The Smeds and the Smoos. Aliens love underpants. Dinosaurs love underpants.	The very hungry caterpillar. Jack and the Beanstalk. Life cycles- Non-fiction. Aghh Spider! The Tiny Seed.	Traditional tales: Little Red Riding Hood. Three Little Pigs. Lighthouse Keeper's Lunch. Under the Sea. World Atlases- Non Fiction.

Linked text	The Ugly Duckling. Nursery Rhymes. Big Friends.	Farmer Duck. Hansel & Gretal . The Snowman. Christmas Story. Nativity. Rama and Sita. Nursery Rhymes. Firework poems.	Why should I brush my teeth? Brush,Brush, Brush! The Three Billy Goats Gruff.	Harry and his bucketful of dinosaurs. Dinosaur Roar. Non-fiction Space. Non-fiction Dinosaurs. Eating Well Oliver's Vegetables.	Seasons come and seasons go A stroll through the seasons. The Snail and the Whale. Bug Hotel. Nursery Rhymes.	Tiddler. Seaside poems. Nursery Rhymes.
Memorable Experiences	First day photoshoot	Visit care home Bonfire night Santa's Grotto Christmas Performance Diwali Celebration	Nurses visit Police visit Chinese Restaurant Alien day	Superhero dress up day Mystery egg World Book Day Easter Egg Hunt	Sunflower challenge Grow butterflies Eid Party	Graduation Seaside Culture Day Bluebell Woods Sports day
Our Values: Personal Learning Goals	Adaptable	Communicator	Empathetic Thinker	Ethical	Resilient	Respectful Enquiry
Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Assessment Opportunities	Home visits Analysis of Nursery Data Baseline assessment through interactions with pupils National Baseline assessments RWI assessments EYFS team meetings Parents evening Reports	2-Simple: Build a profile observations On-going teacher assessments EYFS team meetings Baseline data analysis Autumn term Data Internal moder-ations Pupil progress meetings RWI assessments	2-Simple: Build a profile observations On-going teacher assessments EYFS team meetings GLD Predictions for EOY Internal moder-ations RWI assessments Parents evening Reports	2-Simple: Build a profile observations On-going teacher assessments EYFS team meetings Spring term Data Pupil progress meetings Internal moderations Trust moderation QDR RWI assessments	2-Simple: Build a profile observations On-going teacher assessments EYFS team meetings Internal moder-ations RWI assessments Local Authority Cluster moderation	2-Simple: Build a profile observations On-going teacher assessments RWI assessments EYFS team meetings Internal moderations EOY data EYFS team meetings Pupil progress meetings EOY Reports

**Parental
Involvement**

Transition meetings

Home visits

Welcome to Dallow meeting

Open door Policy: morning and after school

Parents Evenings

Reports

Home work through Google Classroom

ERIC time

School website: Bedtime stories recorded by staff for parents to share with children at home

Parent sessions: Phonics, Mathematics, Dental Hygiene, Healthy Eating, Mothers/Fathers day gifts


Reading books/logs


Progression of Skills

Progression of 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, story-telling 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.

At Dallow C&L is at the heart of all our learning throughout the year. Children have the opportunities to develop C&L through high quality interactions, group discussions, story times, singing, role play, EYFS productions, speech and language interventions and assemblies.


Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding 	To understand how to listen carefully. To understand why listening is important. To be able to follow rules and directions. To enjoy listening to stories.	To engage in story times, joining in with actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To retell a story using some repetition. To ask questions to find out more and check their understanding. To understand a range of complex sentence structures.	To retell a story in their own words. To follow a story without pictures or props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth exchanges.
Speaking	To express how they are feeling, using words as well as actions.	Use longer sentences of four to six words.	To develop the confidence to talk to other adults they see on a daily basis	To share their ideas to the class.	To link statements and stick to a main theme.	To talk to different adults around the school.



Speaking 	To learn new vocabulary.	To use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because.	To use new vocabulary in different contexts	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To talk about why and how things happen.
	To talk in front of a small group.	To answer questions in front of the whole class.		To engage in stories, non-fiction rhymes and poems.		To talk in sentences using a range of tenses.
	To talk to the adults in the classroom.					

Progression of 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.

At Dallow, PSED is covered through the JIGSAW scheme of work. This mindful approach to PSED is used to ensure children can lead healthy and happy lives. They learn to build positive relationships with both adults and peers. They understand their own feelings and feelings of others. They learn to express their own views and listen to and accept the views of others. They learn to manage their emotions and develop a positive sense of self, set themselves simple goals and have confidence in their own abilities and persist to achieve their target.


Self-Regulation 	To recognise different emotions.	To talk about how they are feeling.	To focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To control their emotions using a range of techniques.	To maintain focus during extended whole class teaching.
	To understand how people show emotions.	To begin to consider the feelings of others.	To follow two step instructions.	To consider the feelings and needs of others.	To plan and work towards a simple goal.	To follow instructions of three steps or more.
	To focus during short whole class activities.	To adapt behaviour to a range of situations.		To be able to wait for what they want.		
Managing Self	To wash hands independently.	To develop class rules and understand the need to have rules.	To begin to show resilience and perseverance in the face of challenge.	To develop independence when dressing and undressing for activities such as P.E.	To identify and name healthy foods.	To understand the importance of healthy food choices.
	To put coats and socks on independently.	To put P.E kit on independently.	To practise doing up a zipper.		To manage one's basic needs independently.	To show resilience and perseverance in the face of challenge.
	To get changed for P.E with support.					

Managing Self 	To explore different areas within the Year R environment. To use the toilet independently.	To have confidence to try new activities.	To practise doing buttons.			To show a 'can do' attitude. To put uniform on and do up zippers, buttons with minimal support.
Building Relationships 	To seek support from adults when needed. To gain confidence to speak to peers and adults.	To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all Year R staff.	To begin to work as a group with support. To use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group. To begin to develop relationships with other adults around the school.	To have confidence to communicate with adults around the school. To have strong friendships.

Progression of Physical Development

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, coordination 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, coordination 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 coordination, 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.

At Dallow, children are given opportunities for physical activities throughout the day every day in both the indoor and outdoor classrooms. All children take part in a weekly PE lesson led by PE specialists.

Gross Motor Skills 	To move safely into space. To stop safely. To develop control when using equipment. To work cooperatively with a partner.	To crawl, run, skip jump, hop, dance and climb. To explore different ways to travel using equipment.	To roll and track a ball To throw and catch with a partner. To dribble a ball using feet. To kick a ball to a target.	To create short sequences using shapes, balances and travelling actions. To balance and safely use apparatus. To jump and land safely from a height. To explore travelling around, over and through apparatus. To create short sequences linking actions together.	To use counting to help to stay in time with the music when copying and creating actions. To move with control and coordination, expressing ideas through movement.	To develop accuracy when throwing, kicking, passing and batting a ball. To follow instructions and move safely when playing tagging games. To play by the rules and develop coordination. To work cooperatively as a team.
Fine Motor Skills	To use a dominant hand.	To begin to use anticlockwise movement and retrace vertical lines.	To use a tripod grip when using mark making tools.	To hold scissors correctly and cut out large shapes.	To hold scissors correctly and cut out small shapes.	To hold scissors correctly and cut various materials.

Fine Motor Skills



To mark make using different shapes.	To begin to hold scissors correctly and cut along straight and zig zagged lines.	To hold scissors correctly and cut along curved lines.	To write letters using the correct formation for cursive writing, begin to write on lines and begin to control the size of letters.	To write letters using the correct formation for cursive writing, to write on lines and control the size of letters.	To create drawings with details.
To begin to use a tripod grip when using mark making tools.	To use a tripod grip when using mark making tools.	To thread small beads.		To paint using thinner paint brushes.	To independently write letters using the correct formation for cursive writing, to write on lines and control the size of letters.
To begin to use tweezers to transfer objects.	To accurately draw lines, circles and shapes to draw pictures.	To use small pegs.	To write taught letters using the correct formation for cursive writing and begin to write on lines.		To independently use a knife, fork and spoon to eat a range of meals.
To begin to thread large beads.	To begin to write taught letters using the correct formation for cursive writing.				
To begin to use large pegs.					
To begin to copy letters.					
To begin to hold scissors correctly and make snips on paper.	To begin to hold a knife correctly and use it to cut food with support.				
To begin to hold a fork and spoon correctly.	To put their coat on and begin to do the zip up.				
To put their coat on.	To get dressed and undressed for PE.				

Progression of Literacy


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).

At Dallow, we believe every child can be a reader and we provide a range of effective strategies for children to become readers. Children are taught early reading through the RWI phonics programme. Children are provided with daily stories, rhymes and poems to develop their love for reading and are provided with cross curricular learning experiences based on stories.

Comprehension



To understand prints have different meanings.	To engage in story times, joining in with repeated phrases and actions.	To act out stories.	To retell a story.	To begin to answer questions about what they have read.	To answer complex questions about what they have read.
To pay attention and respond to the pictures of the words.	To sequence familiar stories.	To begin to predict what may happen in the story.	To talk about the characters in the books they are reading.	To use vocabulary that is influenced by their experiences of books.	To know that information can be retrieved from books.
To use pictures to tell stories.	To name the different parts of a book.	To suggest how a story might end.	To follow a story without pictures and props.		

Comprehension	To independently look at books, holding them the correct way and turning pages.	To begin to answer questions about the stories read to them.	To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.			To retell stories and narratives using their own words.
Word Reading 	<p>Recognise and articulate Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Handwrite Set 1 sounds.</p> <p>To begin to orally blend using 'Fred Talk' and MTYT.</p> <p>To notice familiar logos and prints around the environment.</p> <p>To read individual letters by saying the sounds for them.</p>	<p>Recognise and articulate Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Handwrite Set 1 sounds.</p> <p>Orally blending simple VC and CVC words using 'Fred Talk' and MTYT.</p> <p>To begin to write CVC words using taught sounds.</p>	<p>Recognise Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Learn alternative Set 1 Spellings: ck, ff, ll, ss</p> <p>Learn to read Ditties:</p> <p>Blend VC, CVC, CCVC and CVCC words</p> <p>Read Red Words (common exception words).</p> <p>Participate in 'Questions to talk about'.</p> <p>Hold a sentence orally.</p> <p>Books: Ditties 1 -20</p> <p>To read simple phrases.</p>	<p>Revise Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>Revise alternative Set 1 Spellings: ck, ff, ll, ss</p> <p>Learn to Read Red Books:</p> <p>Learn red book alternative spellings: ss, ck, ff, ve, gg, tt, dd, s(z), ll</p> <p>Correct articulation of Set 1 sounds.</p> <p>Blend VC, CVC, CCVC and CVCC words.</p> <p>Read Red Words (common exception words).</p> <p>Read Multisyllabic words and words with suffixes.</p> <p>Join in with 'Jump-in'. Participate in 'Questions to talk about'.</p> <p>Read Alien words.</p> <p>Think about the story with expression and freeze frames.</p> <p>Red Books: 1-10</p>	<p>Recognise Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Learn Alternative Set 2 Spellings: wh, se, ve, kn, ll</p> <p>Learn to Read Green Books:</p> <p>Learn green book alternative spellings: wh, tch, nn zz, bb</p> <p>Correct articulation of Set 2 sounds.</p> <p>Blend VC, CVC, CCVC and CVCC words.</p> <p>Read Red Words (common exception words).</p> <p>Fred in your head- Children to sound out and blend the word in their heads before saying the word.</p> <p>Fastest Finger (FF) - Children to retrieve the information from the text. Have a think (HAT) - Children to infer</p> <p>Word meaning Suffixes ing, ed, es.</p> <p>Green Books:1-10</p>	<p>Consolidate Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Consolidate Set 2 Alternative Spellings: wh, se, ve, kn, ll</p> <p>Learn to Purple Books:</p> <p>Learn purple books alternative spellings: pp, y (ee).</p> <p>Correct articulation of Set 2 sounds. Blend VC, CVC, CCVC and CVCC words. Fred in your head.</p> <p>Read Red Words (common exception words).</p> <p>Hold a sentence</p> <p>Purple Books:1-10</p>

Writing



To trace over letters in their name.	To copy their name.	To write some or all their names.	To form lower-case letters correctly and begin to form capital letters.	To form lower-case and capital letters correctly.	To form lower-case and capital letters correctly.
To give meanings to the marks they make.	To give meaning to drawings/pictures.	To write taught letters using the correct formation for cursive writing and begin to write on lines.	To write words that are spelt phonetically.	To begin to write longer words which are spelt phonetically.	To copy letters using a lead in and lead out.
To trace over lines and shapes.	To begin to write taught letters using the correct formation for cursive writing.	To label drawings using sounds they can hear.	To write captions using taught sounds.	To begin to use capital letters at the start of a sentence.	To begin to write longer words and compound words which are spelt phonetically.
To engage in fine and gross motor activities	To write initial sounds.	To write words using taught sounds.		To begin to use finger spaces and full stops when writing a sentence.	To write sentences using capital letters, finger spaces and full stops.
		To use the correct letter formation of taught letters.		To begin to read their work back.	To spell some taught tricky words correctly.
					To read their work back and check it makes sense.

Progression of Mathematics


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.

At Dallow, children are provided with ample opportunities to develop their understanding of Mathematics. Children explore Mathematics daily through adult led learning, child initiated learning and continuous provision in both the indoor and outdoor classroom.

Number



To join in with number rhymes/songs.	To recognise numbers up to 5 and beyond.	To recognise numbers up to 10 and beyond.	To begin to recognise numbers up to 20 and beyond.	To recognise numbers to 20.	To solve simple number problems using their knowledge of numbers, including doubling.
To begin to recognise numbers up to 5.	To begin to subitise to 5 and beyond.	To subitise quantities.	To explore the composition of numbers.	To recall number bonds up to 5 and some to 10.	
To begin to match numbers and amounts up to 5.	To match numbers and amounts up to 5 and beyond.	To find one more and one less than a number	To recall one more/less than a given number.	To solve mathematical problems using their knowledge of numbers.	To know the composition of each number to 10.
		To match the number to quantity to 10 and beyond.	To estimate a number of objects.		
		To begin to solve mathematical problems to 5.	To subitise quantities.		


Number				To solve mathematical problems to 5 and beyond.		
Numerical Patterns 	To rote count to 10 and beyond.	To independently rote count to 10 and beyond.	To rote count to 20 and complete the correct amount of actions to match.	To count to 20 and beyond.	To begin to count in 2's to 10.	To recall double facts to 10.
	To begin to order numbers to 5 and beyond.	To order numbers to 10.	To count back from 10.	To find the missing number on the number line.	To explore odd and even numbers.	To know that 1, 3, 5, 7 and 9 are odd
	To begin to compare quantities to 5.	To begin to compare quantities to 10.	To order numbers to 20.	To add two groups of objects.	To double numbers up to 10.	To know that 2, 4, 6, 8, 10 are even.
	To begin to recognise 2D shapes around the environment.	To recognise and describe 2D shapes.	To compare quantities to 10.	To read and write numbers sentences.	To find the missing number in an addition and subtraction sentence problems	To share quantities equally.
	To recognise patterns in the environment.	To recognise, describe and complete a repeating pattern.	To compare capacity, length, height and size.	To begin to solve simple subtraction number problems.	To solve mathematical problems using their knowledge of numbers and explain their answers.	
		To understand and use positional language.	To order objects by height and length.	To recognise and explore the properties of 3D shapes.		
			To begin to recognise and explore the properties of 3D shapes.			
			To recognise patterns and talk about errors in patterns.			

Progression of 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.

At Dallow, children are provided opportunities to learn about different religions and celebrations to promote spiritual, moral, social, and cultural development. Selected topics are chosen to reflect the wide community of children who attend the school as well as to prepare them for life in modern Britain. The understanding and awareness of the beliefs and viewpoints of others, works towards building an understanding and developing stronger community cohesion.

Past and Present 	To know about family structures and talk about who is part of their family.	To talk about how Hindus celebrate Diwali.	To talk about Chinese New Year.	To talk about the Christian festival Easter.	To know that people in other countries may speak different languages.	To identify different countries in the world (using map) and talk about similarities and differences between life in this country and life in other countries.
	To identify similarities and differences between themselves and peers.	To talk about the Christmas Story and how it is celebrated.	To know about people who help us within the local community.	To talk about the muslim festival Ramadan and Eid Al-Fitr.	To know that simple symbols are used to identify features on a map.	

Past and Present	<p>To know the name of the town their school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world and people come from different parts of the world.</p>	<p>To know that people around the world have different religions.</p>				<p>To talk about similarities and differences between different religious and cultural communities in this country.</p> <p>To talk about the muslim festival Hajj and Eid Al-Adha.</p>
The Natural World 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments.</p>	<p>To know about and recognise the signs of Autumn.</p> <p>To know about features of the world and Earth.</p>	<p>To know about and recognise the signs of Winter.</p> <p>To know some important processes and changes in the natural world including states of matter (freezing).</p>	<p>To know about and recognise the signs of Spring.</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds.</p> <p>To know the difference between herbivores and carnivores.</p>	<p>To observe the growth of seeds and talk about changes.</p> <p>To know how to care for growing plants.</p> <p>To learn about life-cycles of plants and animals.</p> <p>To know that some animals are nocturnal.</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer.</p> <p>To know that some things in the world are man-made and some things are natural.</p> <p>To harvest grown fruit and vegetables.</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking).</p>

Progression of Expressive Arts 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.

At Dallow, children are provided opportunities to develop their music skills through sessions led by the Luton music services which include exploring different musicians, musical words, musical instruments, rhythms and patterns.

Creating with Materials	<p>To name colours.</p> <p>To experiment with mixing colours.</p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p>	<p>To use natural objects to create art pictures.</p> <p>To share creations and talk about the process.</p>	<p>To know which prime colours you mix together to make secondary colours.</p>	<p>To know some similarities and differences between materials.</p>

Creating with Materials



To create simple representations of people and objects.

To draw and colour with pencils and crayon.

To role play using given props and costumes.

To explore different techniques for joining materials (Glue Stick)

To know how to work safely and hygienically.

To use non statutory measures (spoons, cups).

To use some cooking techniques (spreading, cutting) – Sandwiches

To explore different techniques for joining materials (Glue Stick, PVA).

To know how to work safely and hygienically.

To use non-statutory measures (spoons, cups).

To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab.

To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape).

To know how to work safely and hygienically.

To use non statutory measures (spoons, cups).

To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits.

To use tools to cut and join wood.

To know the names of tools.

To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins).

To make props and costumes for different role play scenarios.

To know how to work safely and hygienically.

To use non statutory measures (spoons, cups)

To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads.

To plan what they are going to make (cooking, wood work, construction, junk modelling).

To draw more detailed pictures of people and objects.

To manipulate materials.

To create observational drawings.

To know how to work safely and hygienically.

To use non-statutory measures (spoons, cups).

To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating and adding).

To learn about and compare artists.

To explore, use and refine a variety of artistic effects to express their ideas and feelings.

To adapt work where necessary.

To share creations, talk about processes and evaluate their work.

Being Imaginative and Expressive



To sing and perform nursery rhymes.

To experiment with different instruments and their sounds.

To talk about whether they like or dislike a piece of music.

To create musical patterns using body percussion.

To use costumes and resources to act out narratives.

To join in with whole school singing assemblies.

To learn and perform songs, poems, and act out different character roles for the Christmas Performance.

To begin to build up a repertoire of songs

To use costumes and resources to act out narratives and engage in Role play.

To join in with whole school singing assemblies.

To create musical patterns using untuned instruments.

To begin to create costumes and resources for role play.

To join in with whole school singing assemblies.

To associate genres of music with characters and stories.

To create costumes and resources for role play.

To move in time to music.

To learn dance routines.

To join in with whole school singing assemblies.

To act out well known stories.

To follow a musical pattern to play tuned instruments.

To create narratives based around stories.

To perform in the Year R Graduation (songs, poems, stories, dance).

To listen to poems and create their own.

To join in with whole school singing assemblies.

To create own compositions using tuned instruments.

To invent their own narratives, making costumes and resources.

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>		<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	

Improving the life chances of every child