

Washingwell Primary School

Yearly Overview: Nursery



Children develop at their own rate and in their own way. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

School Values	Happiness, Excellence, Ambition, Respect, Togetherness
Characteristics of effective learning	<p style="text-align: center;">Playing and Exploring: Children investigate and experience things, and ‘have a go’</p> <p style="text-align: center;">Active learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p style="text-align: center;">Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p style="text-align: center;">The characteristics of effective learning support children’s learning across all areas.</p>

Possible Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Starting something new</i>	<i>Festivals & Celebrations</i>	<i>Magical lands</i>	<i>Animals</i>	<i>Let it grow</i>	<i>The Seaside</i>
Focus Occasions	Starting School Making new friends My family Harvest Autumn Poetry week Halloween	Diwali Bonfire night Anti bullying week Children in Need Christmas	Chinese New Year Valentine’s day Pancake Day	Mother’s day Eid-al-fitr Spring Nursery Rhyme Week World Book Day Easter	Summer	Father’s day Transition Sports Week
Visitors and Visits		Dental nurse visit		Eggs hatching/ chicks in school Farm trip (tbc)		Class trip to the beach (tbc)
Parent Engagement	Harvest Assembly	Parents evenings Parents maths session Parents stay and play Christmas performance	Parent phonics session	Parent stay and play		Sports Day Outdoor learning day Transition events
Assessment Opportunities	Baseline summative Ongoing short observations Narrative observations Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings Insights Tracking ULS Phonics screening	Ongoing short observations, Narrative observations, Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings

Personal, Social & Emotional Development

Making Relationships

Understanding feelings

Sense of self

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 9 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

(EYFS statutory Framework)

Autumn	Spring	Summer
<p>Making relationships</p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers (4) • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult (4) • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. (4) • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. (4) <p>Sense of self</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities. (4) • Is developing an understanding of and interest in differences of gender, ethnicity and ability. (4) • Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. (4) <p>Understanding emotions</p> <ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling. (4) 	<p>Making relationships</p> <ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it (4) • Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like (4) • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play. (5) <p>Sense of self</p> <ul style="list-style-type: none"> • Is gradually learning that actions have consequences but not always the consequences the child hopes for. (4) • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. (4) • Is sensitive to others’ messages of appreciation or criticism. (5) • Enjoys a sense of belonging through being involved in daily tasks. (5) <p>Understanding emotions</p> <ul style="list-style-type: none"> • Responds to the feelings of others, showing concern and offering comfort. (4) • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. (4) • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. (4) 	<p>Making relationships</p> <ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas. (5) • Uses their experiences of adult behaviours to guide their social relationships and interactions. (5) • Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. (5) • Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. (5) <p>Sense of self</p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. (5) • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. (5) • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. (5) <p>Understanding emotions</p> <ul style="list-style-type: none"> • Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants. (5) • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings. (5) • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. (5)

- Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset. (4)
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. (5)

Communication & Language

Listening and attention

Understanding

Speaking

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.

(EYFS statutory Framework)

Autumn	Spring	Summer
<p>Listening and attention</p> <ul style="list-style-type: none"> • Listens with interest to the noise’s adults make when they read stories. (4) • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. (4) • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. (4) <p>Understanding</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping. (4) • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. (4) <p>Speaking</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts. (4) • Holds a conversation, jumping from topic to topic. (4) • Learns new words very rapidly and is able to use them in communicating. (4) • Uses longer sentences (e.g. Mummy gonna work). (4) • Beginning to use word endings (e.g. going, cats). (4) 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. (4) • Listens with interest to the noise’s adults make when they read stories. (4) • Listens to others in one-to-one or small groups, when conversation interests them. (5) • Focusing attention – can still listen or do, but can change their own focus of attention. (5) <p>Understanding</p> <ul style="list-style-type: none"> • Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) (4) • Developing understanding of simple concepts (e.g. fast/slow, good/bad). (4) • Understands use of objects (e.g. Which one do we cut with?) (5) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. (5) <p>Speaking</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts. (4) • Uses a variety of questions (e.g. what, where, who). (4) • Can retell a simple past event in correct order. (e.g. went down slide, hurt finger) (5) • Continues to make some errors in language (e.g. “runned”) and will absorb and use language they 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Listens to familiar stories with increasing attention and recall. (5) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (5) • Is able to follow directions (if not intently focused). (5) <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. (5) • Beginning to understand why and how questions. (5) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. (5) <p>Speaking</p> <ul style="list-style-type: none"> • Able to use language in recalling past experiences. (5) • Uses talk to explain what is happening and anticipate what might happen next. (5) • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (5) • Beginning to use a range of tenses (e.g. play, playing, will play, played) (5) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (5) • Talks more extensively about things that are of particular importance to them. (5) • Builds up vocabulary that reflects the breadth of their experiences. (5) • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle. (5)

		hear around them in their community and culture. (5) <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). (5) 	
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Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

(EYFS statutory Framework)

Physical Development Health and Self-Care Moving and Handling	Autumn	Spring	Summer
	Moving and handling <ul style="list-style-type: none"> Sits comfortably on a chair with both feet on the ground. (4) Runs safely on whole foot. (4) Jumps up into the air with both feet leaving the floor and can jump forward a small distance. (4) Begins to walk, run and climb on different levels and surfaces. (4) Begins to understand and choose different ways of moving. (4) Climbs up and down stairs by placing both feet on each step while holding a handrail for support. (4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. (4) Turns pages in a book, sometimes several at once. (4) Holds mark-making tools with thumb and all fingers. (4) 	Moving and handling <ul style="list-style-type: none"> Moves in response to music, or rhythms played on instruments such as drums or shakers. (4) Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (4) May be beginning to show preference for dominant hand and/or leg/foot. (4) Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. (4) Creates lines and circles pivoting from the shoulder and elbow. (5) 	Moving and handling <ul style="list-style-type: none"> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. (5) Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. (5) Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (5) Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (5) Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. (5) Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (5)

Literacy Reading Writing	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).		
	Autumn	Spring	Summer

(EYFS statutory Framework)

	<p>Reading</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. (4) • Repeats and uses actions, words or phrases from familiar stories. (4) • Fills in the missing word or phrase in a known rhyme, story or game, e.g. “Humpty Dumpty sat on a ...” Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps. (4) <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. (4) • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (4) 	<p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. (4) • Repeats and uses actions, words or phrases from familiar stories. (4) • Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (5) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (5) • Recognises familiar words and signs such as own name, advertising logos and screen icons. (5) • Looks at and enjoys print and digital books independently. (5) • Handles books and touch screen technology carefully and the correct way up with growing competence. (5) • Shows interest in illustrations and words in print and digital books and words in the environment. (5) <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. (4) • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (5) • Makes up stories, play scenarios, and drawings in response to experiences, such as outings. (5) 	<p>Reading</p> <ul style="list-style-type: none"> • Begins to be aware of the way stories are structured, and to tell own stories. (5) • Talks about events and principal characters in stories and suggests how the story might end. (5) • Knows that print carries meaning and, in English, is read from left to right and top to bottom. (5) • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). (5) • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. (5) • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> ○ Shows awareness of rhyme and alliteration. (5) ○ Recognises rhythm in spoken words, songs, poems and rhymes. (5) ○ Claps or taps the syllables in words during sound play ○ Hears and says the initial sound in words. (5) <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings. (5) • Includes mark making and early writing in their play. (5) • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right. (5) • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (5) • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. (5) • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. (5)
Phonics	<ol style="list-style-type: none"> 1. Environmental Sounds- To raise children’s awareness of the sounds around them and to develop their listening skills. 2. Instrumental sounds- To develop children’s awareness of sounds made by various instruments and noise makers. 3. Body percussion- to develop children’s awareness of sounds and rhythms. 4. Rhythm and rhyme- to develop children’s appreciation and experiences of rhythm and rhyme in speech. 5. Alliteration- To encourage children to distinguish between initial sounds in words. 6. Voice sounds- To distinguish between different vocal sounds. 7. Oral blending and segmenting- To develop oral blending and segmenting skills. 		
Mathematics	<p>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</p>		

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.

(EYFS statutory Framework)

Autumn	Spring	Summer
<p>Counting</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order. (ordinality) (4) <p>Cardinality (How many?)</p> <ul style="list-style-type: none"> In everyday situations, takes or gives two or three objects from a group. (4) Beginning to notice numerals (number symbols) (4) Beginning to count on their fingers. (4) <p>Spatial Awareness</p> <ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces. (4) Begins to remember their way around familiar environments. (4) Responds to some spatial and positional language. (4) Explores how things look from different viewpoints including things that are near or far away. (4) <p>Shape</p> <ul style="list-style-type: none"> Chooses puzzle pieces and tries to fit them in. (4) Makes simple constructions. (4) <p>Pattern</p> <ul style="list-style-type: none"> Joins in and anticipates repeated sound and action patterns. (4) <p>Measures</p> <ul style="list-style-type: none"> Beginning to understand some talk about immediate past and future. (4) Beginning to anticipate times of the day such as mealtimes or home time. (4) 	<p>Comparison</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. (4) <p>Counting</p> <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go. (5) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. (5) <p>Cardinality</p> <ul style="list-style-type: none"> Links numerals with amounts up to 5 and maybe beyond. (5) <p>Spatial Awareness</p> <ul style="list-style-type: none"> Begins to remember their way around familiar environments. (4) Responds to some spatial and positional language. (4) Predicts, moves and rotates objects to fit the space or create the shape they would like. (5) <p>Shape</p> <ul style="list-style-type: none"> Recognises that two objects have the same shape. (4) Responds to both informal language and common shape names. (5) Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (5) <p>Patterns</p> <ul style="list-style-type: none"> Is interested in what happens next using the pattern of everyday routines. (4) <p>Measures</p> <ul style="list-style-type: none"> Explores differences in size, length, weight and capacity. (4) 	<p>Comparison</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! (5) <p>Counting</p> <ul style="list-style-type: none"> Uses some number names and number language within play, and may show fascination with large numbers. (5) Begin to recognise numerals 0 to 10. (5) <p>Cardinality</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting). (5) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). (5) Explores using a range of their own marks and signs to which they ascribe mathematical meanings. (5) <p>Composition</p> <ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. (5) Beginning to use understanding of number to solve practical problems in play and meaningful activities. (5) Beginning to recognise that each counting number is one more than the one before. (5) Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (5) <p>Spatial Awareness</p> <ul style="list-style-type: none"> Responds to and uses language of position and direction <p>Shape</p> <ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose. (5) Shows awareness of shape similarities and differences between objects. (5) Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (5) <p>Pattern</p> <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity. (5) Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) . (5) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. (5) <p>Measures</p> <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (5)

- Recalls a sequence of events in everyday life and stories. (5)

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.

(EYFS statutory Framework)

	Autumn	Spring	Summer
<p>Understanding the World</p> <p>People and Communities (P&C)</p> <p>The World (W)</p> <p>Technology (T)</p>	<p>People and communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets. (4) • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. (4) • Beginning to have their own friends. (4) <p>The world</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment. (4) • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. (4) <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment. (4) • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (4) 	<p>People and communities</p> <ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others. (4) • Shows interest in different occupations and ways of life indoors and outdoors. (5) • Recognises and describes special times or events for family or friends. (5) <p>The world</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. (4) • Shows care and concern for living things and the environment. (5) • Talks about why things happen and how things work. (5) <p>Technology</p> <ul style="list-style-type: none"> • Plays with water to investigate “low technology” such as washing and cleaning. (4) • Uses pipes, funnels and other tools to carry/transport water from one place to another. (4) • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (5) • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. (5) 	<p>People and communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. (5) • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience. (5) • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (5) <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (5) • Developing an understanding of growth, decay and changes over time. (5) • Begin to understand the effect their behaviour can have on the environment. (5) <p>Technology</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. (5) • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet. (5)

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.

(EYFS statutory Framework)

<p>Creating with materials</p> <p>Being Imaginative and expressive</p>	Autumn	Spring	Summer
	<p>Creating with materials</p> <ul style="list-style-type: none"> • Joins in singing songs. (4) • Creates sounds by rubbing, shaking, tapping, striking or blowing. (4) • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i>. (4) • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. (4) <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent his world – their ideas, interests and fascinations. (4) • Begins to make believe by pretending using sounds, movements, words, objects. (4) • 	<p>Creating with materials</p> <ul style="list-style-type: none"> • Enjoys and responds to playing with colour in a variety of ways, for example combining colours . (4) • Uses 3D and 2D structures to explore materials and/or to express ideas. (4) • Enjoys joining in with moving, dancing and ring games. (5) • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (5) <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i>. (4) • Creates rhythmic sounds and movements. (4) • Experiments and creates movement in response to music, stories and ideas. (5) • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. (5) 	<p>Creating with materials</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed. (5) • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (5) • Taps out simple repeated rhythms. (5) • Develops an understanding of how to create and use sounds intentionally. (5) • Continues to explore colour and how colours can be changed. (5) • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (5) • Uses tools for a purpose. (5) <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings. (5) • Sings to self and makes up simple songs. (5) • Creates sounds, movements, drawings to accompany stories. (5) • Engages in imaginative play based on own ideas or first-hand or peer experiences. (5) • Uses available resources to create props or creates imaginary ones to support play. (5) • Plays alongside other children who are engaged in the same theme. (5)