The Implementation activity ideas written below are in different colours to link with KS1 subject areas:

SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE

Wk	Topic	COEL	Communication & language (Listening, attention & understanding, speaking)	PSED (Self-regulation, Managing self & Building relationships)	PHYSICAL (Gross motor & Fine motor)	LITERACY(Comprehension, Word reading phonics & Writing)	MATHEMATICS (Number, Numerical patterns & SSM)	UNDERSTANDING THE WORLD (Past & present, People, culture & communities & The natural world)	EXPRESSIVE ARTS & DESIGN (Creating with materials, Being imaginative and expressive)	Key vocab
		-I can begin to guide my own thinking and actions by talking to myself while playing - I can make some independent choices -I can do things independently that have been previously been taughtI will invite others to play with me.	-I can listen to and talk about familiar storiesI enjoy listening to longer stories -I can speak to new adults or children when in the nurseryI can use a wider range of vocabularyI can use longer sentences of four to six wordsI can ask simple questions (e.g. Where is Mummy?)	-I can increasingly follow rules, understanding why they are importantI am beginning to not always need an adult to remind me of a ruleI am beginning to develop my sense of responsibility and membership as part of the whole school community -I am beginning to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.	-I can match my developing physical skills to tasks e.g. decide whether to crawl, walk or run over a plank based on the sizeI am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the apple treeI am becoming increasingly independent as I get dressed and undressed, for example, putting my coat on.	-I am beginning to understand the five key concepts about print: - Continuous all term -I am beginning to listen to a story and comment on the eventsI am beginning to develop my phonological awareness, so that I can: Make sounds as I join in with stories and songs. Clapping and placing syllables in words	-I am beginning to develop key principles of counting: one-to-one correspondence; cardinality; stable order -I can show 'finger numbers' up to 4I am learning how to share resourcesI can describe and discuss familiar route and locations, using words like 'in front of' and 'behind' I can select shapes appropriately: a triangular prism for a roof etcI am able to follow instructions including simple positional language e.g. move back.	-I know that there are different countries in the worldI celebrate and value cultural, religious and community events ad experiencesI like to explore how things workI am beginning to understand the need to respect and care for the natural environment and all living things.	- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. —I can draw with increasing complexity and detail, such as representing a face with a circle and add details. —I can develop storylines through small-world or role-play. —I attempt to sing the pitch of a tone sung by another person ('pitch match'). —I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. —I can request a favourite song/rhyme.	Pirate, ship, map, Toton, community, road, birds eye view, google Earth, England, Top park, Tesco, Toton church,
WK 1	Pirates- Maps	Explicit teach strategies for when activities are difficult, social phrases to include other Peer teaching accessing independent resources and putting back in the correct place using photo cues.	Model social phrasing- 'can I play with you?' or 'do you want to play with me?' Discuss how to say No politely and that we have to respect someone's decision not to play the same thing as their friend. Sentences for answers in phonics- expectation to speak in full sentences and explain self.	Daily emotional check in. Bring into play how characters are feeling Dojo points for children who are taking responsibility.	Model using the large blocks and plank to build a pirate ship Obstacle course outside- get the blocks from FS2. Children who can zip their coat up to help teach friends Model using the large blocks and plank to build a pirate ship	Phonics- Read The train ride- syllables in name and the sounds from the train ride. Drawing and labelling maps Outdoors leaving 'clues' and X to mark the spot. -World drummers comparing the difference, drumming out syllables. -Drumming syllables in their name.	Number of the week- 5- number block episode- Five- 5 is more than 4, counting to 5, line up1 to 5 in order Creating 3d maps using building blocks hiding treasure then giving clues using positional language.	Circle time- talking partners- talk about how they have celebrated Christmas, compare how some people do things differently and some celebrate with the same traditions e.g. gift giving Globes- Identify where the UK is Looking at where animals originate from.	Drawing maps Creating wanted posters Lolli sticks and playdough to create 3D structures on maps Drawing designs for pirate ships- then build using large boxes	

		-I can do things	-I can listen to and talk	-With support I can select	-I can start to take	-I am beginning to	-I can say one number	-I am beginning to	- I can create closed	
		independently	about familiar stories.	and use activities and	part in some group	understand the five key	for each item in order:	make sense of my own	shapes with continuous	
		that have been	-I am beginning to pay	resources that helps them	activities which I	concepts about print:	1,2,3,4,5.	life-story and my	lines, and begin to use	
		previously been	attention to more than one	to achieve a goal they have	make up for	Continuous	-I can show 'finger	family's history	these shapes to represent	
		taught.	thing at a time.	chosen or one which is	themselves, or in	-I am beginning to develop	numbers' up to 4.	-I show interest in	objects.	
		-I will invite	-I can sometimes follow	suggested to them.	teams.	my phonological awareness,	-I can link numerals	different occupations.	–I can draw with	
		others to play	two step instructions.	-I can increasingly follow	-I can match my	so that I can: - spot and	and amounts: for	-I know that there are	increasing complexity and	
		with me.	-I enjoy listening to longer	rules, understanding why	developing physical	suggest rhymes - count or	example, showing the	different countries in	detail, such as	
		-I will keep	stories	they are important.	skills to tasks e.g.	clap syllables in a word -	right number of	the world.	representing a face with a	
		trying when	-I can understand simple	-I am beginning to not	decide whether to	I can clap the syllables in my	objects to match the	-I celebrate and value	circle and add details.	
		things are	questions about 'who' and	always need an adult to	crawl, walk or run	name.	numeral, up to 4.	cultural, religious and	–I understand you can use	
		difficult.	'where'.	remind me of a rule.	over a plank based on	I am beginning to use some	-I can verbally count to	community events ad	drawing to represent	
		-l can correct	-I can sing a larger	-I am beginning to develop	the size.	of my print and letter	10	experiences.	ideas like movement or	
		my own	repertoire of songs	my sense of responsibility	-I can choose the	knowledge in my early	-I am learning how to	-I like to explore how	loud noises.	
		mistakes.	-I can talk about familiar	and membership as part of	right resource to	writing. For example:	share resources.	things work.	-I can develop storylines	
		-I can solve real	books including who's in it,	the whole school	carry out my plan	writing a pretend shopping	-I am beginning to use	–I can plant seeds and	through small-world or	
		problems with a	where is it set.	community	with support.	list that starts at the top of	and understand the	care for growing	role-play	
		little support	-I can speak to new adults	-I am beginning to talk	-I am beginning to	the page; write 'm' for	term "more" in	plants.	–I attempt to sing the	
		e.g. sharing	or children when in the	about my feelings using	climb large structures	mummy.	practical contexts.	-I am beginning to	pitch of a tone sung by	
		resources.	nursery.	words like 'happy', 'sad',	understanding my	I can write some of my	-I can describe and	understand the key	another person ('pitch	
		-I am beginning	-I can use a wider range of	'angry' or 'worried'.	limitations and	name.	discuss familiar route	features of the life	match').	
		to come up	vocabulary.	I can put my coat on	keeping myself safe		and locations, using	cycle of a plant and an	–I can sing the melodic	
		with my own	–I can understand a	independently.	e.g climbing the		words like 'in front of'	animal.	shape (moving melody,	
		ideas	question or instruction that	-I can begin to talk about	apple tree.		and 'behind'.	–I am beginning to	such as up and down,	
		-I know to 'try	has two parts, such as "Get	the importance of oral	-I can show greater		-I can make	understand the need	down and up) of familiar	
		harder, try a	your coat and wait at the	health.	control over my fine		comparisons between	to respect and care for	songs.	
		different tool or	door."	-I can Talk about how my	motor skills.		objects relating to	the natural	-I am beginning to	
		way, ask for	-I can use longer sentences	body feels after exercise and	-I am becoming		length and weight.	environment and all	develop complex stories	
		help when	of four to six words.	knows that this activity is	increasingly		- I can select shapes	living things.	using small world	
		faced with a	-I can ask simple questions	positive for my health.	independent as I get		appropriately: a	1141116 (1111163)	equipment like animal	
		problem.	(e.g. Where is Mummy?)	-I can play with one or more	dressed and		triangular prism for a		sets, dolls and dolls	
		problem.	(e.g. where is intarining.)	other children, extending	undressed, for		roof etc.		houses etc.	
				and elaborating play ideas.	example, putting my		1001 Ctc.		-I can request a favourite	
				-With help I can begin to	coat on.				song/rhyme.	
				find solutions to conflicts	Coat on.				Solig/Illyllie.	
				and rivalries.						
				and rivairies.						
		C: (f.	- 1 (:)	- 11: 1 .1 .		DI : D 1=1 1 :	A) 1 (.)	- 1 1:		
		Staff to	End of the session story	Talking about how to	Children who can	Phonics- Read The bus is	Number of the	Explore chinses and	Make Lion head- in	
		support	time questions about	look after your body-	zip their coat up to	for us-Syllables in vehicle	week-5- off we go-	Lunar New Year-	small groups/pairs	
		identifying	who are the characters?	Washing, brushing your	help teach friends.	words, making the	counting to 5, line	Watch let's	create their own Lion	
		the problem	Where is the story set?	teeth, eating well.	Superhero obstacle	sounds of the traffic.	up 1 to 5 in order,	celebrate. Share any	dance.	
		and then	Social phrasing- what do	Scaffolding children's	course- Talk about	Building rhyming strings	identify missing	photos sent on Dojo	Swop the doll house	
		question or	you think could happen	stories to include their	how to land when	from the story	numbers within a 1	from parents,	and resources.	
		prompt child	next? Etc language to	friends ideas	jumping from a	Name practice on the	to 5 line up.	explore resources.	Draw pictures of what	
		to consider	extend ideas		height- the need	easel	Independent baking-	Try food and use	the children think	
		how they can	CACCITA IACAS		for bendy knees.	Shopping lists	using the balancing	chop sticks to eat	Chinses/lunar new year	
		•			The state of the s			•		
		solve the			Superhero	Messages of help	scales	with.	is like, model drawing	
		problem			soundscape-	Letters for superhero	Tens frame and	Red envelopes with	the fireworks going off	
	S				moving like	capes/belts.	loose parts	gold coin for each		
	ğ				different	Write what their super	Building block towns	child.		
	ا و				characters in	power is	to rescue characters-			
m	<u> </u>				response to the		giving a commentary			
¥	Superheroes				music		including positional			
×	Sı						language.			
1	I									

-I can listen to and talk -With support I can select -I am increasingly -I am beginning to -I can say one number -I am beginning to - I can create closed -I can begin to Pre-historic, about familiar stories. and use activities and able to use and understand the five key for each item in order: make sense of my own shapes with continuous guide my own fossil, -I am beginning to pay resources that helps them remember sequences concepts about print: 1,2,3,4,5. life-story and my lines, and begin to use thinking and specific -I am beginning to attention to more than one to achieve a goal they have and patterns of **Continuous** family's history these shapes to represent dinosaur actions by thing at a time. chosen or one which is movements which -I am beginning to listen to develop key principles -I show interest in objects. talking to names, -I can sometimes follow suggested to them. are related to music a story and comment on of counting: one-todifferent occupations. -I can draw with myself while herbivore, two step instructions. -I can increasingly follow and rhythm. one correspondence; -I celebrate and value increasing complexity and the events. playing carnivore, cardinality; stable -I enjoy listening to longer rules, understanding why -I can choose the -I am beginning to develop cultural, religious and detail, such as -I will invite hatch representing a face with a stories they are important. right resource to my phonological awareness, order community events ad others to play -I can understand simple -I am beginning to not carry out my plan so that I can: - spot and -I am learning how to experiences. circle and add details. with me. questions about 'who' and always need an adult to with support. suggest rhymes - count or share resources. -I like to explore how -I understand you can use -I will keep 'where'. remind me of a rule. -I am beginning to clap syllables in a word -I can describe and things work. drawing to represent -I can sing a larger discuss familiar route -I am beginning to ideas like movement or trying when -I am beginning to develop climb large structures I can clap the syllables in my understanding my understand the key loud noises. repertoire of songs and locations, using my sense of responsibility things are limitations and words like 'in front of' -I can talk about familiar and membership as part of I am beginning to use some features of the life -I can develop storylines difficult. books including who's in it, keeping myself safe of my print and letter and 'behind'. cycle of a plant and an through small-world or the whole school -I can solve where is it set. e.g climbing the knowledge in my early -I can make animal. role-play. . community real problems -I can speak to new adults apple tree. writing. For example: comparisons between –I am beginning to –I attempt to sing the -I am beginning to talk with a little or children when in the -I can show greater writing a pretend shopping objects relating to understand the need pitch of a tone sung by about my feelings using support e.g. nursery. control over my fine list that starts at the top of length and weight. to respect and care for another person ('pitch words like 'happy', 'sad', sharing -I can use a wider range of the natural match'). motor skills. the page; write 'm' for - I can select shapes 'angry' or 'worried'. resources. vocabulary. I can put my coat on -I am becoming mummy. appropriately: a environment and all -I can sing the melodic -l am triangular prism for a -I can understand a increasingly I can write some of my living things. shape (moving melody, independently. beginning to question or instruction that independent as I get name. roof etc. such as up and down, -I can Talk about how my down and up) of familiar has two parts, such as "Get dressed and -I am able to follow come up with body feels after exercise and your coat and wait at the undressed, for instructions including songs. knows that this activity is my own ideas Dinosaurs & Non-fiction books positive for my health. example, putting my simple positional -I am beginning to -I know to 'try -I can use longer sentences language e.g. move develop complex stories coat on. -I can play with one or more harder, try a of four to six words. other children, extending back. using small world different tool -I can ask simple questions -Confident using a equipment like animal and elaborating play ideas. or way, ask for (e.g. Where is Mummy?) variety of basic sets, dolls and dolls -With help I can begin to help when measuring tools such houses etc. find solutions to conflicts faced with a as balance scales etc. -I can request a favourite and rivalries. ××× problem. song/rhyme.

Explicit teach	Investigation station-	Expand free choosing	Long walk to the	Non-Fiction texts	Number of the	Walk in the	Focus artist- paleo-	Community,
strategies for	experiment with the	options, talk again about	woods. Look	Dinosaur & animal	week-5- off we go-	community-	artists, Karen Carr	toton, Banks
when	eggs, model asking	the right to play but the	carefully at the	Phonics- Read Kitchen	counting to 5, line	Community centre	Making dinosaur	Road,
activities are	questions to myself,	responsibility to look	woods. Why would	Disco-Creating rhyming	up 1 to 5 in order,	woodland- Part of	models using clay-	woodland
difficult, social	encourage the children	after the resources-	dinosaurs prefer	strings, Identifying	identify missing	topic stimulus.	remind children of	
phrases to	to use our key question	putting them back where	living in the woods.	syllables in household	numbers within a 1	Talk about what is in	techniques taught so	
include other	words we have been	they belong using the	Dinosaur	items.	to 5 line up.	our community	far- pinching, rolling a	
Peer teaching	learning.	photos.	soundscape- using	Labelling dinosurs	Measuring dinosaurs	during walk- we are	ball between hand and	
accessing		Start and end of P.E	all the different	Making gifts for the gift	Positional language-	in Toton, walking	table or two hands.	
independent		sessions reflect on how	ways we have	shop	link to walk to the	along the street to		
resources and		their body feels, how	learnt to move to		woods for the	the community		
putting back		does it change when we	the music,		dinosaur hunt	centre etc		
in the correct		exercise? The importance	encourage			Look at artist of the		
place using		of fuelling our body and	children's			week and the job		
photo cues.		replacing water.	originality, who is			opportunities		
			thinking about the			around dinosaurs-		
			size of the			Palaeologists, paleo-		
			dinosaur, how			artist, museum		
			many legs it			curator		
			walked on when					
			moving like it?					
			Who is listening to					
			the speed of the					
			music?					

-I can listen to and talk -With support I can select -I am increasingly -I am beginning to -I can say one number -I am beginning to - I can create closed -I can begin to Pre-historic, about familiar stories. and use activities and able to use and understand the five key for each item in order: make sense of my own shapes with continuous guide my own fossil, -I am beginning to pay resources that helps them remember sequences concepts about print: 1,2,3,4,5. life-story and my lines, and begin to use thinking and specific to achieve a goal they have -I am beginning to and patterns of **Continuous** family's history attention to more than one these shapes to represent dinosaur actions by thing at a time. chosen or one which is movements which -I am beginning to listen to develop key principles -I show interest in objects. talking to names, -I can sometimes follow suggested to them. are related to music a story and comment on of counting: one-todifferent occupations. -I can draw with myself while herbivore, two step instructions. -I can increasingly follow and rhythm. one correspondence; -I celebrate and value increasing complexity and the events. playing carnivore, -I can choose the cardinality; stable -I enjoy listening to longer rules, understanding why -I am beginning to develop cultural, religious and detail, such as -I will invite hatch representing a face with a stories they are important. right resource to my phonological awareness, order community events ad others to play -I can understand simple -I am beginning to not carry out my plan so that I can: - spot and -I am learning how to experiences. circle and add details. with me. questions about 'who' and always need an adult to with support. suggest rhymes - count or share resources. -I like to explore how -I understand you can use -I will keep 'where'. remind me of a rule. -I am beginning to clap syllables in a word -I can describe and things work. drawing to represent discuss familiar route -I am beginning to ideas like movement or trying when -I can sing a larger climb large structures I can clap the syllables in my -I am beginning to develop understanding my understand the key repertoire of songs and locations, using loud noises. my sense of responsibility things are limitations and words like 'in front of' -I can talk about familiar I am beginning to use some features of the life -I can develop storylines and membership as part of difficult. books including who's in it, keeping myself safe of my print and letter and 'behind'. cycle of a plant and an through small-world or the whole school -I can solve where is it set. e.g climbing the knowledge in my early -I can make animal. role-play. . community real problems -I can speak to new adults apple tree. writing. For example: comparisons between -I am beginning to –I attempt to sing the -I am beginning to talk with a little or children when in the -I can show greater writing a pretend shopping objects relating to understand the need pitch of a tone sung by about my feelings using support e.g. nursery. to respect and care for control over my fine list that starts at the top of length and weight. another person ('pitch words like 'happy', 'sad', sharing -I can use a wider range of motor skills. the page; write 'm' for the natural match'). - I can select shapes 'angry' or 'worried'. resources. vocabulary. I can put my coat on -I am becoming mummy. appropriately: a environment and all -I can sing the melodic -l am triangular prism for a -I can understand a increasingly I can write some of my living things. shape (moving melody, independently. beginning to question or instruction that independent as I get name. roof etc. such as up and down, -I can Talk about how my down and up) of familiar has two parts, such as "Get dressed and -I am able to follow come up with body feels after exercise and undressed, for instructions including your coat and wait at the songs. knows that this activity is my own ideas positive for my health. example, putting my simple positional -I am beginning to -I know to 'try -I can use longer sentences language e.g. move develop complex stories coat on. -I can play with one or more harder, try a of four to six words. other children, extending back. using small world different tool -Confident using a equipment like animal -I can ask simple questions and elaborating play ideas. or way, ask for (e.g. Where is Mummy?) variety of basic sets, dolls and dolls -With help I can begin to help when measuring tools such houses etc. find solutions to conflicts faced with a as balance scales etc. -I can request a favourite and rivalries. problem. song/rhyme. Investigation station-Long walk to the Number of the **Explicit teach Expand free choosing Non-Fiction texts** Community, week-5strategies for experiment with the options, talk again about woods **Dinosaur & animal** toton, Banks when eggs, model asking the right to play but the Dinosaur **Phonics- Read Pants-**Stampolines-Road, soundscape- using activities are questions to myself, responsibility to look **Creating rhyming strings** Subitising to 5, woodland difficult, social encourage the children after the resourcesall the different from colours and different ways of to use our key question putting them back where ways we have phrases to objects. arranging blocks to 5, conservation of include other words we have been they belong using the learnt to move to **Labelling dinosaurs** Making gifts for the gift Peer teaching learning. Support the music, photos. number. **Explore the history** reflecting on the Start and end of P.E. Measuring dinosaurs of dinosaurs, they accessing encourage independent experiments- which sessions reflect on how children's lived before resources and worked? Whose their body feels, how originality, who is humans, put into thinking about the putting back predictions were does it change when we context within Dinosaurs & Non-fiction families. in the correct correct? What could we exercise? The importance size of the place using do differently next of fuelling our body and dinosaur, how photo cues. time? replacing water. many legs it Plan, do, walked on when review moving like it? Who is listening to ¥ the speed of the music?

End of Spring

Bench markers

problem.

-I can begin to
guide my own
thinking and
actions by
talking to
myself while
playing
- I can make
some
independent
choices
-I can do
things independently
that have
been
previously
been taught.
-I will invite
others to play
with me.
-I will keep
trying when
things are
difficult.
-l can correct
my own
mistakes.
-I can solve
real problems
with a little
support e.g.
sharing
resources.
-l am
beginning to
come up with
my own ideas -I know to 'try
harder, try a
different tool
or way, ask for
help when
faced with a

- can listen to and talk bout familiar stories. -I am beginning to pay thing at a time. -I can sometimes follow two step instructions.
- -I enjoy listening to longer stories
- -I can understand simple questions about 'who' and where'.
- -I can sing a larger repertoire of songs
- -I can talk about familiar books including who's in it, where is it set.
- -I can speak to new adults or children when in the nursery.
- -I can use a wider range of vocabulary.
- -I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door."
- -I can use longer sentences of four to six words.
- -I can ask simple questions (e.g. Where is Mummy?)

- -With support I can select and use activities and resources that helps them attention to more than one to achieve a goal they have chosen or one which is suggested to them. -I can increasingly follow
 - rules, understanding why they are important. -I am beginning to not always need an adult to remind me of a rule.
 - -I am beginning to develop my sense of responsibility and membership as part of the whole school community
 - -I am beginning to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. I can put my coat on independently.
 - -I can begin to talk about the importance of oral health.
 - -I can Talk about how my body feels after exercise and knows that this activity is positive for my health. -I can play with one or more other children, extending and elaborating play ideas.
 - -With help I can begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas

- -I can start to take part in some group activities which I make up for themselves, or in teams.
- I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- -I am beginning to develop throwing underarm and overarm skills -I can match my developing physical skills to tasks e.g. decide whether to crawl, walk or run
- over a plank based on the size. -I can choose the right resource to carry out my plan
- with support. -I am beginning to climb large structures understanding my limitations and keeping myself safe e.g climbing the
- apple tree. I am beginning to eat independently and learning how to use a knife and fork. -I can show greater
- control over my fine motor skills. -I am becoming increasingly
- independent as I get dressed and undressed, for example, putting my coat on.

- -I am beginning to understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom
- -I am beginning to listen to a story and comment on the events.
- -I am beginning to develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word recognise words with the same initial sound, such as money and mother. -With support I can identify
- an object when given the initial sound. I can clap the syllables in my
- name.
- I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- I can write some of my name.

- -I can subitise up to 4 objects -I can say one number
- for each item in order: 1,2,3,4,5. -I am beginning to develop key principles of counting: one-to-
- one correspondence; cardinality; stable order -I can show 'finger
- numbers' up to 4. -I can link numerals and amounts: for example, showing the right number of
- objects to match the numeral, up to 4. -I can verbally count to

-I am learning how to

- share resources. -I am beginning to use and understand the term "more" in practical contexts.
- -I can copy and continue a simple ABAB pattern - stone, leaf, stone, leaf -I can describe and discuss familiar route and locations, using
- words like 'in front of' and 'behind'. -I can make comparisons between objects relating to
- I can select shapes appropriately: a triangular prism for a roof etc.

length and weight.

- -I am able to follow instructions including simple positional language e.g. move back.
- -Confident using a variety of basic measuring tools such as balance scales etc.

- -I am beginning to make sense of my own life-story and my
- family's history -I show interest in different occupations.
- -I know that there are different countries in the world.
- -I celebrate and value cultural, religious and community events ad experiences.
- -I like to explore how things work.
- -I can plant seeds and care for growing plants.
- -I am beginning to understand the key features of the life cycle of a plant and an animal.
- –I am beginning to understand the need to respect and care for the natural environment and all living things.

- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- -I can draw with increasing complexity and detail, such as representing a face with a circle and add details.
- -I understand you can use drawing to represent ideas like movement or loud noises.
- -I can develop storylines through small-world or role-play. .
- –I attempt to sing the pitch of a tone sung by another person ('pitch match').
- -I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- -I am beginning to develop complex stories using small world equipment like animal sets. dolls and dolls houses etc.
- -I can request a favourite song/rhyme.