



Yellow – Staying Safe **Turquoise** – Progression Docs **Pink** - Visitors

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language CL	<p>Tell people their name</p> <p>Learn and say teachers' names and names of familiar peers – <i>circle games, songs, welcome activities</i></p> <p>Respond to greetings – <i>registration, morning greetings, 1:1 welcomes</i></p> <p>Talk about self, own family, likes and interests – <i>Treasure boxes, family photos</i></p> <p>Ask for help – <i>seek an adult and explain needs/wants – may use gesture to show need for toilet</i></p> <p>Comment on and asks questions related to features of the environment – <i>new classroom, resources, natural environment – I can see... Where's the X? What's that?</i></p> <p>Participate in 1:1 and small group discussions – <i>express own ideas, and experiences – I like/I went/ I can/I have/I know</i></p> <p>With support, begin to express own needs and feelings – <i>linked to 6 named emotions – if crying, learn to say why e.g. 'I miss my X'</i></p> <p>Listen to and follow direct instructions – respond with relevant comments or actions</p> <p>Listen attentively to the teacher input (carpet times/adult led), showing engagement and attention even if not ready to actively participate in large group discussion</p> <p>Learn to initiate and make playful actions or movements for other children to mirror and follow – making new friendships, inviting others to play – <i>waving, smiling, gesturing</i></p> <p>*Above skills will need to be taught discreetly as well as during CIP*</p>	<p>Address adults and peers by their names, seeking familiar adults to share needs/wants</p> <p>Use words to express needs, wants, feelings and ideas often through questioning– <i>Can I? Will you? I want to X, Where's the? When are we? Can we? I'm sad, I feel sick</i></p> <p>Comment on and ask questions about day-to-day school life, learning, routines and activities – <i>I like it when we... Will we still x? Why didn't we x?</i></p> <p>Tell adults about their own experiences linked to their own family, celebrations and special events in their own lives – <i>Talking Circles, circle time, in response to stories/non-fiction text</i></p> <p>Make comments about what they have heard – <i>link to celebrations, cultures and religions – I like the bright colours, That was funny! She's my favourite, I do that in my church...</i></p> <p>Share family customs – <i>At my house we... At the weekend I... When it's my birthday we...</i></p> <p>Participate in 1:1 and larger group discussions – <i>express own, ideas, and experiences – I like/I went/ I can/I have/I know</i></p> <p>Listen to and follow direct instructions – respond with relevant questions, comments or actions – <i>Do I need to x? Is it this way? Do I do it like this? What does x mean?</i></p> <p>Talk about own feelings and how to manage them – <i>6 named emotions – You could take a deep breath, I calm down in my bedroom</i></p> <p>Learn to initiate and make playful actions or movements for other children to mirror and follow – making new friendships, inviting others to play – <i>waving, smiley, gesturing, Can I play?</i></p>	<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Talk freely about own life, family and experiences – seeking familiar adults and initiating conversation or sharing in response to adult directed learning during group/carpet time or 1:1</p> <p>Find out about others' lives and experiences – <i>Learning Partners, circle times, Time to Talk – respond with relevant comments or questions</i></p> <p>Learn how to use language for negotiating, by saying <i>May I...?, Would it be all right...?, I think that... and Will you...?</i> – modelled by adults in our interactions with them</p> <p>Talk about own feelings and how to manage them – <i>6 named emotions – You could take a deep breath, I calm down in my bedroom – Feeling Good Week</i></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary – focus <i>Geography, homes, local area, natural environment</i></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction – focus <i>Geography vocab. – local area observations, Science - seasonal changes</i></p> <p>Listen attentively and respond to what they hear with relevant questions – focus on visitors <i>local residents, historians, links to Chinese New Year</i></p> <p>Express their ideas and feelings about their experiences using full sentences – <i>sentences modelled back by adults to extend, add detail, model grammar and speech sounds</i></p> <p>Understand questions such as who; why; when; where and how – in response to stories or events</p>	<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Talk freely about own life, family and experiences – seeking familiar adults and initiating conversation or sharing in response to adult directed learning during group/carpet time</p> <p>Find out about others' lives and experiences – <i>Learning Partners, circle times, Time to Talk – respond with relevant comments or questions</i></p> <p>Learn how to use language for negotiating, by saying <i>May I...?, Would it be all right...?, I think that... and Will you...?</i> – modelled by adults in our interactions with them</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems – <i>seasonal changes and festivals and celebrations – I think..., 'because...'</i></p> <p>Listen attentively and respond to what they hear with relevant questions – focus on visitors – <i>members of the Christian faith</i></p> <p>Express their ideas and feelings about their experiences using full sentences – <i>sentences modelled back by adults to extend, add detail, model grammar and speech sounds</i></p> <p>Understand questions such as who; why; when; where and how – in response to stories or events</p> <p>FS2 Spring Performance</p>	<p>Introduce a storyline or narrative into their play - Develop narratives using words such as: first, last, next, before, after, all, most, some, each, every – <i>Traditional Tales, story-telling</i></p> <p>Talk about past and present events in their own life and in the lives of family members – <i>History focus, special events such as birthdays, family parties, holiday</i></p> <p>Understand questions such as who; why; when; where and how – in response to stories or events</p> <p>Use everyday language related to time – explain (talk through in sequence) own daily routine at home and school</p>	<p>Introduce a storyline or narrative into their play - Develop narratives using words such as: first, last, next, before, after, all, most, some, each, every – <i>Traditional Tales, story-telling</i></p> <p>Talk about past and present events in their own life and in the lives of family members – <i>using full sentences including conjunctions</i></p> <p>Understand and answer questions such as who; why; when; where and how – in response to stories or events</p>
Vocab – EYs Concepts	angry, sad, excited, worried, happy, calm	angry, sad, excited, worried, happy, calm	Winter St Albans, Bernards Heath, The Heath, city, station, museum, parks – Clarence, Verulamium, local forest – Heartwood, cathedral, playground, Sandridge Road, St Peters Street	Spring, Pancake Day, Mothering Sunday, Easter, Christian	History – old, new, same, different first, then, next, after that, at the end	

Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will: - **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 - **Make comments** about what they have heard and ask questions to clarify their understanding; - **Hold conversation** when engaged in back-and-forth exchanges with their teacher and peers.

<p>Statutory ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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> <p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>						
<p>Personal, Social and Emotional PSE</p>	<p>Learn our School Rules and Learning Heroes – revisited daily</p> <p>Begin to exemplify an understanding of the school rules through behaviours shown (<i>kind, safe, respectful</i>)</p> <p>Learn and follow the class method to stop, look and listen when following whole class instructions</p> <p>Learn and follow the whole class carpet expectations for listening to an adult and peers</p> <p>Learn to access toilets/coat pegs/book bags safely and independently</p> <p>Learn to access play and learning resources with a clear idea about what they want to do in their play and how they want to go about it</p> <p>Learn to ask for help – create a Helping Hand</p> <p>Learn the 4 colours of the Zones of Regulation – link each colour to feeling 6 named emotions - angry, sad, excited, worried, happy, calm</p> <p>Learn to wait for what I need – show an understanding of managing impulsivity, waiting for needs to be met – <i>waiting for their name to be called, hands up, not always first, self-regulating when needs cannot be immediately met</i></p> <p>Learn to initiate and make playful actions or movements for other children to mirror and follow – making new friendships, inviting others to play – <i>waving, smiling, gesturing</i></p> <p>Managing Self – Eat a healthy range of food stuffs, understanding the need for variety</p> <p>Describe a range of food textures and tastes noticing changes when they are combined or exposed to hot or cold temperatures</p>	<p>Learn and exemplify how to move around school – (<i>kind, safe, respectful</i>)</p> <p>Learn to ask for help from less familiar adults (e.g. lunchtime staff)</p> <p>Learn to try new activities – introduced to areas outside of own classroom including big playground, using equipment and areas with older children, Library</p> <p>Learn to manage basic hygiene and personal needs outside of own classroom – lunchtime toilets/own coat and water bottle</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it – accesses resources and tidies away with support</p> <p>Learn about our Learning Heroes to begin working co-operatively – ‘your turn first, then my turn’, demonstrate ‘Team Work’</p> <p>Learn to respect differences- engaging in stories about other people’s lives - <i>Global Families, Diwali, Hanukkah</i></p> <p>Learn the 4 colours of the Zones of Regulation – link each colour to feeling 6 named emotions - angry, sad, excited, worried, happy, calm – talk about how to recognise and manage these feelings – <i>Just Talk Week</i></p> <p>Learn how to keep myself safe - Road Safety Week, NSPCC Pants – demonstrating this through talk and play</p>	<p>Learn how to maintain a positive relationship with adults and peers - (<i>kind, safe, respectful</i>) – being smiley and friendly, being assertive ‘Stop! I don’t like it’, being respectful of another person’s choice/decision/space</p> <p>Learn how to regulate behaviour in changing circumstances – whole school assemblies, using the Library, responding to visitors</p> <p>Learn the 4 colours of the Zones of Regulation – link each colour to feeling 6 named emotions - angry, sad, excited, worried, happy, calm – talk about how to recognise and manage these feelings – <i>Feeling Good Week</i></p> <p>Learn to wait for what I need – show an understanding of managing impulsivity, waiting for needs to be met – <i>waiting for their name to be called, hands up, not always first, avoiding ‘melt-downs’ when needs cannot be immediately met</i></p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</p> <p>Learn to listen when others are talking – taking turns to share thoughts and ideas</p> <p>Learn to play co-operatively – ‘your turn first, then my turn’, demonstrate ‘Team Work’</p> <p>Learn to ask for help – revisit our Helping Hand – widening school contacts</p> <p>Learn to link own actions to our Learning Heroes – <i>I didn’t give up, I worked in a team with..., I ignored my distractions when..., I am proud because..., I’m like Monkey because...</i></p>	<p>Learn how to maintain a positive relationship with adults and peers - (<i>kind, safe, respectful</i>) – being smiley and friendly, being assertive ‘Stop! I don’t like it’, being respectful of another person’s choice/decision/space</p> <p>Learn how to regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults</p> <p>Learn the 4 colours of the Zones of Regulation – link each colour to feeling 6 named emotions - angry, sad, excited, worried, happy, calm – explain how to manage these feelings – <i>Feeling Good Week</i></p> <p>Learn to wait for what I need – show an understanding of managing impulsivity, waiting for needs to be met – <i>waiting for their name to be called, hands up, not always first, avoiding ‘melt-downs’ when needs cannot be immediately met</i></p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</p> <p>Learn and follow the class method to stop, look and listen when following whole class instructions with several steps or actions</p> <p>Learn to be responsible and independent – looking after our own belongings and our classroom – <i>Monitor Jobs, litter picking, tidying</i></p> <p>Learn to link own actions to our Learning Heroes – <i>I didn’t give up, I worked in a team with..., I ignored my distractions when..., I am proud because..., I’m like Monkey because...</i></p> <p>Learn how to keep myself safe - NSPCC Pants – engage in conversations focused on ‘personal space’ and respecting others privacy</p>	<p>Learn how to maintain a positive relationship with adults and peers - (<i>kind, safe, respectful</i>) – being smiley and friendly, being assertive ‘Stop! I don’t like it’, being respectful of another person’s choice/decision/space</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Learn how to regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults</p> <p>Learn how to regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults</p> <p>Learn and follow the class method to stop, look and listen when following whole class instructions with several steps or actions</p> <p>Learn how to be a friend – listen, share, play, care, be welcoming – <i>Healthy Bodies, Happy Minds, Well-being Week</i></p> <p>Learn to respect differences- engaging in stories about other people’s lives</p> <p>Participate in a whole school enterprise project- making, selling, donating profits to charity – explain how this helps our community</p> <p>Learn how to keep myself safe – sun safety</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p>	<p>Exemplify efforts to follow the school rules – (<i>kind, safe, respectful</i>)</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Know how to regulate behaviour in changing circumstances with increasing independence – moving from external to internal discipline when further away from familiar adults – explaining the reasons for our rules and the difference between right and wrong choices</p> <p>Explain how to be independent, resilient and how to persevere – linking to our Learning Heroes – <i>transition opportunities (meeting new adults, visiting new spaces, being friendly), Sports Day</i></p> <p>Follow the class method to stop, look and listen when following whole class instructions with several steps or actions</p> <p>Learn how to make healthy food choices and to keep myself safe and healthy by – being hygienic (<i>knowing to wash hands, use a tissue, cover my mouth</i>), be independent in toileting and make safe choices to keep my body cool (<i>choosing appropriate clothing</i>), hydrated and safe in the sun.</p> <p>Learn and discuss the importance of oral health – <i>make home-school links to raise awareness</i></p> <p>Exemplify sensitivity to others – being a ‘good sport’</p> <p>Learn how to keep myself safe - NSPCC Pants – engage in conversations focused on ‘personal space’ and respecting others privacy</p>
<p>Vocab – EYs Concepts</p>	<p>angry, sad, excited, worried, happy, calm</p>	<p>Road Safety Week Nov 22 – stop, look, listen, traffic, traffic lights, curb, wait,</p> <p>angry, sad, excited, worried, happy, calm</p>				
<p>Statutory ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>						

<p>Statutory ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Statutory ELG: Building Relationships Children at the expected level of development will: - 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>Physical Development PD</p>	<p>Busy Fingers – Choose tools for mark-making</p> <p>Develop preference for dominant hand</p> <p>Make large and small movements with chalks, scarves and brushes</p> <p>Manipulate malleable materials – flattening, rolling, cutting</p> <p>Focus – observational drawing, pincer grip, models for tripod grip, muscle strengthening – malleable materials, hand-eye coordination (threading)</p> <p>Fine Motor/Letter formation – Learn to write each letter shape during ELS sessions and through ELS workbooks</p> <p>Movement – hall space/outdoors PE/Gross Motor – Learn to take shoes, socks, coats off & on with some support</p> <p>Choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement - such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment – exploring what their bodies can do with regards to moving, explore simple apparatus and hall space.</p> <p>Begin to exemplify an understanding of the school rules through behaviours shown (<i>safe</i>)</p> <p>Learn and follow the class method to stop, look and listen when following whole class instructions</p> <p>Learn how to remain clean and dry during the day – consolidate class routines – where the toilets are, using the bathroom and washing hands.</p>	<p>Busy Fingers – Focus – Show a preference for a dominant hand</p> <p>Follow the model given to move into tripod grip for mark making</p> <p>Use simple tools to effect changes to materials – scissor skills, malleable materials, rolling pins, hole punches</p> <p>Focus – observational drawing, pincer grip, models for tripod grip, muscle strengthening – malleable materials, hand-eye coordination (threading)</p> <p>Fine Motor/Letter formation – Learn to write each letter shape during ELS sessions and through ELS workbooks</p> <p>Movement – small and large apparatus, partners/teams, indoors and outdoors</p> <p>PE/Gross Motor - Learn to take shoes, socks, jumpers, coats off & on with less support</p> <p>Explore different ways of moving, testing out ideas and adapting movements to reduce risk – becoming familiar with space and introduce running and catching games which focus on use of space and an awareness of others.</p> <p>Show an understanding of the need for safety when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to others – <i>Carefull!, Slow down!, Jump! “Check it’s secure/stable/safe”</i></p> <p>Begin to exemplify an understanding of the school rules through behaviours shown (<i>safe</i>)</p> <p>Begin to control an object in pushing, patting, throwing, catching or kicking it</p>	<p>Mnemonics – ELS letter formation</p> <p>Use a pencil and hold it in a tripod grip to demonstrate anticlockwise movement and retracing of vertical lines – patterns – dots, waves, lines - (with a variety of mark-making tools including fine paintbrushes)</p> <p>Fine Motor – Learn to handle tools, objects, construction and malleable materials safely and with increasing control and intention – building for a purpose (larger junk modelling, small construction)</p> <p>Gymnastics – large apparatus, safety – hall space/outdoors</p> <p>PE/Gross Motor - Show an understanding of how to transport and store equipment safely</p> <p>Jump off objects and land appropriately using hands, arms and body to stabilise and balance – <i>Gymnastics with a focus on jumping and landing.</i></p> <p>Show an understanding of the need for safety when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to others – <i>Carefull!, Slow down!, Jump! “Check it’s secure/stable/safe”</i></p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment – exploring what their bodies can do with regards to moving, explore simple apparatus and hall space.</p> <p>Demonstrate strength, balance and coordination</p>	<p>Mnemonics – ELS letter formation</p> <p>Use a pencil and hold it in a tripod grip to form recognisable letters independently</p> <p>Fine Motor – Learn to handle tools, objects, construction and malleable materials safely and with increasing control and intention – building for a purpose (larger junk modelling, small construction)</p> <p>Dance and movement – hall space/CIP indoors & out (linked also in EAD)</p> <p>PE/Gross Motor – Move energetically with an understanding of space, safety, controlling speed and direction - experiment with different ways of moving - such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Demonstrate strength, balance and coordination through play and movement</p> <p>Express thoughts and feelings through movement</p> <p>Copy a simple dance pattern, linking two dance movements together</p> <p>Try to move in time with music using body, scarves and ribbons</p> <p>Outdoor CIP opportunities - Practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience – <i>planks, crates, outdoor construction without direct supervision</i></p> <p>Embed the skills required to remain clean and dry during the day – revising class routines, accessing toilets in all areas of school where needed</p>	<p>Mnemonics – ELS letter formation</p> <p>Use a pencil and hold it in a tripod grip to form recognisable letters, most of which are correctly formed – focus on presentation – letter shape, formation, size.</p> <p>Show accuracy, and care when drawing</p> <p>Demonstrate effective use of small tools including scissors and fine paintbrushes as well as small construction and model making</p> <p>Team Games – co-operation, Team Work</p> <p>PE/Gross Motor - Take shoes, socks, jumpers, coats off & on independently</p> <p>Control an object in pushing, patting, throwing, catching or kicking it</p> <p>Demonstrate the ability to try both an underarm and overarm throw</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others – adjusting speed and direction</p> <p>Learn the purpose of races – individual, relay, cooperation and Team Work</p> <p>Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise – <i>being a member of a collaborative and supportive team – attacking/defending games, relay teams</i></p> <p>Talk about their own and others' feelings and behaviour and its consequences - <i>being a member of a collaborative and supportive team – attacking/defending games, relay teams</i></p> <p>Learn how to keep myself safe – notice the impact of heat, learning outdoors, layers/sun safety – Learn to manage personal needs 'I'm too hot' 'I need a drink' 'I need a rest'</p> <p>Managing Self (D&T) –</p> <p>Eat a healthy range of food stuffs, understanding the need for variety – <i>managing own needs in the heat – participate in preparation and tasting/eating smoothies, ice lollies, ice in drinks</i></p>	<p>Mnemonics – ELS letter formation</p> <p>Use a pencil and hold it in a tripod grip to form recognisable letters, most of which are correctly formed – focus on presentation – letter shape, formation, size.</p> <p>Show accuracy, and care when drawing</p> <p>Demonstrate effective use of small tools including scissors and fine paintbrushes as well as small construction and model making</p> <p>Team Games – co-operation, Team Work</p> <p>PE/Gross Motor - Take shoes, socks, jumpers, coats off & on independently</p> <p>Demonstrate increasing understanding of both an underarm and overarm throw</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Learn the purpose of races – individual, relay, cooperation and Team Work</p> <p>Exemplify sensitivity to others – being a 'good sport'</p> <p>Talk about their own and others' feelings and behaviour and its consequences - <i>being a member of a collaborative and supportive team – attacking/defending games, relay teams</i></p> <p>Learn how to stay healthy by following a daily routine – sleep, toileting, food and drink – making healthy food choices – <i>Healthy Bodies, Happy Minds</i></p> <p>Learn how to keep myself safe – notice the impact of heat, learning outdoors, layers/sun safety – Learn to manage personal needs 'I'm too hot' 'I need a drink' 'I need a rest'</p> <p>Outdoor CIP opportunities - Demonstrate appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience – <i>planks, crates, outdoor construction without direct supervision</i></p> <p>Demonstrate strength, balance and coordination</p> <p>Managing Self (D&T) –</p> <p>Eat a healthy range of food stuffs, understanding the need for variety – <i>managing own needs in the heat – participate in preparation and tasting/eating smoothies, ice lollies, ice in drinks</i></p>

Vocab – EYs Concepts	Verbs – as above around, under, over, through	around, front, back, side, next to roll, push, throw, catch, kick, stop	around, under, over, through		first, second, third, last, next, wide, narrow underarm, overarm	first, second, third, last, next underarm, overarm
<p>Statutory ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p>Statutory ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						
Literacy - Comprehension	<p>3 Books a Day – Identify the weekly set of books and, with support, comment on the content of the books –<i>fiction/non-fic/poetry</i></p> <p>Listen and respond to a range of stories that reflect the diversity of children’s experiences</p> <p>With support, access reading areas with the intent of exploring/discussing/looking through/reading books on offer</p> <p>Access materials to retell familiar or well-known stories –<i>puppets, story-sacks, masks, story-maps, small world opportunities</i></p>	<p>3 Books a Day – Identify the weekly set of books, commenting on the content of the books –<i>fiction/non-fic/poetry</i></p> <p>Listen to fiction and non-fiction books - comment on similarities and differences between themselves and others, and among families, communities, cultures and traditions – <i>My family do X instead...We do that too! That’s like my mum but she...</i></p> <p>With increasing independence, access reading areas with the intent of exploring/discussing/looking through/reading books on offer</p> <p>Access materials to retell familiar or well-known stories –<i>puppets, story-sacks, masks, story-maps, small world opportunities</i></p>	<p>3 Books a Day – Retell stories with increasing detail, using vocabulary introduced from the text(s)</p> <p>Participate in small group, class and one-to-one discussions about texts read, using recently introduced vocabulary in own explanations/retellings</p> <p>Anticipate key events (on subsequent, <i>not</i> first reads) – <i>GASP! She’s going to jump!...It’s coming!! Uh Oh...he’s about to scream! Quick...back through the cave</i></p> <p>EAD Creating with Materials & Being Imaginative and Expressive - Build on retellings using EAD skills to enhance role-play/small world, making props to support narrative – <i>including masks, puppets</i></p>	<p>3 Books a Day – Retell stories with increasing detail, using vocabulary introduced from the text(s)</p> <p>Participate in small group, class and one-to-one discussions about texts read, using recently introduced vocabulary in own explanations/retellings</p> <p>Anticipate key events (on subsequent, <i>not</i> first reads) – <i>GASP! She’s going to jump!...It’s coming!! Uh Oh...he’s about to scream! Quick...back through the cave</i></p> <p>EAD Creating with Materials & Being Imaginative and Expressive - Build on retellings using EAD skills to enhance role-play/small world, making props to support narrative – <i>including masks, puppets</i></p> <p>FS2 Spring Performance – Focus on Traditional Tales - <i>Chicken Licken</i> <i>The Enormous Turnip</i> <i>Goldilocks</i> World Book Day – March</p>	<p>Take an active role in small group/1:1 discussions based on texts read, using and showing understanding of recently introduced vocabulary –<i>It wasn’t easy because he said it was a ‘grim task’, I’m scrubbing the deck – that’s what we learnt in our book, this part is the ‘deck’ – consider class strategies for celebrating new vocab</i></p> <p>CL - Introduce a storyline or narrative into their play - Develop narratives using words such as: first, last, next, before, after, all, most, some, each, every – <i>Traditional Tales, story-telling focus</i></p>	<p>Using own words alongside recently introduced vocabulary, bring book/story knowledge into their own play using props, story-maps, puppets, role-play/small world to retell a range of stories</p>
Vocab – EYs Concepts	<p>Key titles – <i>Starting School - school</i> <i>All Are Welcome – inclusive/friends</i> <i>Elmer – inclusive/friends</i> <i>Rainbow Fish – inclusive/friends</i> <i>Mum, Mama and Me - family</i> <i>Monkey and Me – all about me</i> Intro to Biff/Chip/Kipper – HRS</p>	<p>Key titles – <i>Tango Makes Three - family</i> <i>Owl Babies - family</i> Everybody’s Welcome – inclusive/friends <i>Little Red Hen – team work/helping</i> Whatever Next! – using imagination</p>	<p>Key titles – <i>Our House - Geog</i> <i>Six Dinner Sid - Geog</i> <i>Tiger Who Came to Tea - Geog</i> <i>Alfie Gets in First - Geog</i> <i>Three Little Pigs – Geog/Sci</i> <i>The Train Ride - Geog</i> Lost and Found – respecting others decisions</p>	<p>Key titles – <i>Feeling Good Week</i> <i>Ruby’s Worry - Feelings</i> <i>Bad Tempered Ladybird - Feelings</i> <i>Dogger – Feelings</i> <i>Pete the Cat and his White Shoes – feelings/disappointment</i> The Big Pancake</p>	<p>Key titles – <i>The Very Hungry Caterpillar – growth/lifecycles</i> <i>Jasper’s Beanstalk - growth/lifecycles</i> Jack and the Beanstalk - growth/lifecycles</p>	<p>Key titles – <i>We’re going on a bear hunt – different environments Geog/Sci</i> <i>A summery Saturday morning – different environments Geog/Sci</i> <i>Paperdolls – growing up</i> <i>Odd Dog Out – Being unique</i> <i>Bumble Bear – Being unique</i> <i>Giraffe’s Can’t Dance – Being unique</i> Super Duper You - Being unique</p>
<p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>						
Literacy - Word Reading	<p>satp/inmd/gock/ckeur/Review/hbffffll lss</p> <p><i>I the no put of is to go into pull as his</i></p> <p>Little Blending Books – Book 1 – 5 Recognise graphemes taught so far – GPCS Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far</p>	<p>jwx/yzzzquch/shthngnk/aieeighoa/- es/Review <i>he she buses was we me be push her my you</i></p> <p>Little Blending Books – Book 6 – 9 Recognise graphemes taught so far – GPCS Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far</p>	<p>Review, oo/arurooor/owoiearair/ ure,er,ow/Review <i>they all are ball tall when what</i></p> <p>Little Blending Books – Book 10 – 14 (end) Recognise graphemes taught so far – GPCS Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far</p>	<p>REVIEW <i>said so have were out like some come there little one do children love</i></p> <p>Review and embed all GPCs taught so far Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far</p>	<p>Phase 4, 4 weeks including –ed, -er, -est/Review</p> <p>Review and embed all GPCs taught so far Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far</p>	<p>Phase 5 intro – ay,ou,ie,ea,-le/oy,ir,ue,aw/ wh,ph,ew,oe/au,ey,a_e,e_e/Review/ i_e,o_e,u_e,s(c) <i>oh their people Mr Mrs your ask should would could asked house mouse want very</i> Review and embed all GPCs taught so far Blend taught sounds for reading and segment for writing Recognise HRS words learnt so far</p>
<p>Statutory ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Statutory ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>						

<p>Maths</p> 	<p>Learning the environment – in and out, times of the day, positional lang.</p> <p>Match, sort, compare amounts Compare size, mass, capacity Exploring pattern</p>	<p>Representing, comparing and composition of 1/2/3 Circles and triangles Positional lang. Representing # to 5, one more and one less Shapes with 4 sides Time</p>	<p>Introduce zero Comparing # to 5, composition of 4 and 5 Compare mass and capacity (2) 6/7/8 Combining 2 amounts, making pairs Length and height Time</p>	<p>Counting to 9 and 10 Comparing # to 10 Bonds to 10 3d-shape Spatial awareness Pattern</p>	<p>Building # beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate Adding more, taking away Spatial reasoning (2) Compose and decompose</p>	<p>Doubling, sharing and grouping Even and odd Spatial reasoning (3) Visualise and build Deepening understanding of pattern and relationships Spatial reasoning (4) Mapping</p>
<p>Vocab – EYs Concepts</p>	<p>heavy, light, after, before, long, short, tall, small, large</p>	<p>corner, straight, after, before, early, later</p>	<p>long, short, tall, small, large, heavier, heaviest, taller, tallest, longer, longest, after, before, early, later</p>	<p>bigger, biggest corner, straight</p>		
<p>Statutory ELG: Number Children at the expected level of development will: - 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>Statutory ELG: Numerical Patterns Children at the expected level of development will: - 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; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
<p>Knowledge and Understanding of the World KUW</p> <p>Why and How? Primary Science Teaching Trust</p> 	<p>Progression Documents – Growing Up, History, Geog, Science Learn about our community – <i>Bernards Heath – who are we? How do we show we belong? What makes me special as part of this group?</i> Past and Present - Talk about the lives of the people around them and their roles in society – <i>adults at school, who are they, what do they do, how do they help us at Bernards Heath – teachers, wider staff, site manager, cook, office, cleaners – Invite visitors from around the school</i> The Natural World - Explore the natural world around them, using all senses, making observations and drawing pictures of animals and plants – <i>get to know the natural environment at BH, I see, I notice, I wonder..., record observations in ways they can interpret – draw/tally/tick/count, notice and discuss patterns in the environment (brick work, drains, leaves), make rubbings – e.g. tree bark</i> Understand some important processes and changes in the natural world around them, including the seasons – <i>Seasonal changes, Harvest, Autumn, Visit Our school environment – Pencil Garden, field, Wild Garden, planters, trees, The Heath, Sandridge Road</i> Science Provision Map - Autumn Learn to show care and concern for our environment – <i>litter in bins, looking at but not picking flowers, insects kept in their habitats</i></p>	<p>Progression Documents – R.E., History, Growing Up People, Culture and Communities - 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 – <i>Bonfire Night, Halloween (a cultural experience many take part in – use as an opportunity to share own experiences) Diwali, Hanukkah, Christmas, Global Families - visitors</i> Link taught festivals to an understanding of candles/light as a symbol shared by all cultures/religions Share how candles/light are used to celebrate in their own lives Begin to show an understanding that other children do not always enjoy the same thing, and are sensitive to this Past and Present - Talk about the lives of the people around them and their roles in society – <i>Remembrance Day – focusing on Poppies as a symbol of remembrance – those who looked after our country – invite older visitors (grandparent/great-g.parent)</i> Managing Self (D&T/Sci) - Describe a range of different food textures and tastes, noticing changes when combined/exposed to hot or cold temp – <i>food from around the world, class tasting/preparation of dishes</i></p>	<p>Progression Documents – Geography, Science, R.E., Computing People, Culture and Communities – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – <i>Bernards Heath, St Albans, busy, quiet, pollution – cycling, walking</i> People, Culture and Communities – 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. - <i>Bernards Heath, St Albans, Visitors – local residents, historians, Friends of BH Visit – local shops, The Heath, local parks</i> School Visit? The Natural World - Understand some important processes and changes in the natural world around them, including the seasons – Notice, observe, discuss – <i>Winter, Our school environment, The Heath, I see, I notice, I wonder...</i> Science Provision Map - Winter 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 – <i>Chinese New Year – invite visitors</i> Managing Self (D&T/Sci) - Describe a range of different food textures and tastes, noticing changes when combined/exposed to hot or cold temp – <i>food from around the world, class tasting/preparation of dishes</i> Learn how to keep myself safe – Online Safety Digiduck's Big Decision</p>	<p>Progression Documents – R.E., Growing Up, Science, Geog People, Culture and Communities - 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 – <i>Pancake Day, Mothering Sunday, Easter, Passover, Holi</i> Engage in stories shared by visitors focused on how they celebrate in their home, culture and community – invite visitors Show an understanding that other children do not always enjoy the same thing, and are sensitive to this The Natural World - Understand some important processes and changes in the natural world around them, including the seasons – <i>I see, I notice, I wonder..., notice patterns in the environment (brick work, drains), make rubbings</i> Notice, observe, discuss – <i>Spring, our school environment, The Heath, daffodils, bulbs, buds, growth, new life</i> Science Provision Map - Spring Notice and discuss – growth, decay and changes over time Show care and concern for our environment with increasing independence– <i>litter, recycling, pollution, climate change</i> School Visit – Cathedral?</p>	<p>Progression Documents – History, Science Order and sequence events - <i>getting ready for school, a baby's growth</i> Understand important processes and changes over time – <i>lifecycles, growing plants, baby-adult</i> Past and Present - Talk about the lives of the people around them and their roles in society – <i>Local community figures, People who help us, invite visitors</i> Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class – <i>Our own lives and lives of family members, diverse significant figures with a link to London</i> Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling – <i>Our own lives, lives of family members – invite visitors, Links to London, significant historical figures</i> School Visit - London?</p>	<p>Progression Documents – Science, Geography, Computing The Natural World - 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 – <i>Comparing UK environment to contrasting locality, visitors to share lived experiences</i> Science Provision Map – Animals in my Garden – <i>UK species - comparisons to hot/cold climates</i> The Natural World - Explore the natural world around them, using all senses, making observations and drawing pictures of animals and plants – <i>Comparing UK environment to contrasting locality (hot/cold climates)</i> Begin to understand the effect of our behaviour on our environment – <i>pollution, climate change, habitat erosion</i> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – <i>working scientifically</i> Science Provision Map - Summer Learn how to keep myself safe – Online Safety Digiduck's Big Decision School Visit – Tring Natural History?</p>
<p>Vocab – EYs Concepts</p>	<p>Autumn, Harvest, crops, fruit (range), vegetables (range)</p>	<p>dark, light, day, night History – old, new, same, different</p>	<p>Winter, St Albans, Bernards Heath, The Heath, city, station, museum, parks – Clarence, Verulamium, local forest – Heartwood, cathedral, playground, Sandridge Road, St Peters Street busy, quiet, pollution</p>	<p>Spring, Pancake Day, Mothering Sunday, Easter, Christian</p>	<p>History – old, new, same, different</p>	<p>Summer St Albans, Bernards Heath, The Heath, city, station, museum, parks – Clarence, Verulamium, local forest – Heartwood, cathedral, playground, Sandridge Road, St Peters Street</p>

Statutory ELG: Past and Present Children at the expected level of development will: - **Talk about** the lives of the people around them and their roles in society; - **Know** some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - **Understand** the past through settings, characters and events encountered in books read in class and storytelling.

Statutory ELG: People, Culture and Communities Children at the expected level of development will: - **Describe** their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - **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; - **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.

Statutory ELG: The Natural World Children at the expected level of development will: - **Explore** the natural world around them, making observations and drawing pictures of animals and plants; - **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; - **Understand** some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Expressive Arts and Design EAD</p>	<p>Progression Documents – Art, D&T, Music Creating with Materials – Colour Learn to clean brush after use Explore and experiment with different brush types – fine/thick/brittle Introduce the colour wheel Introduce primary colours Learn to use a paint palette to mix and create new colours (<i>pastels/chalk/pencils/powder paint/water colours</i>)</p> <p>Drawing Introduce drawing (<i>observational, Busy Fingers</i>), draw simple people/objects and talk about basic shapes Introduce ‘how to draw’ in CIP and Busy Fingers</p> <p>Sculpture Learn to access and select the art trolley materials and tools - scissors, glue sticks, paper, lolly sticks, collage materials Create a collage using PVA and glue sticks, learning how to load glue stick Make a puppet - use both masking and sticky tape to join lolly sticks and card/paper Use scissors to create fringing effect for collage.</p> <p>Being Imaginative and Expressive has strong links to – Literacy (narrative), PSED – being confident to try, resilience, perseverance, performance</p> <p>Being imaginative and expressive – Sing a range of well-known rhymes and songs throughout every day – build a bank of songs sung by heart Sing at the Community Harvest Festival – perform to an audience Choose instruments and sounds for their own imaginative purpose - <i>access through play following adult modelling</i></p>	<p>Progression Documents – Art, D&T, Music Creating with Materials – LINK TO INSPIRATIONAL ARTIST Colour Learn how to use the colour wheel – access independently through CIP Name primary colours Mix primary colours to create art inspired by relevant artist Select the appropriate brush for a purpose Test different techniques with brush - flicking, dabbing</p> <p>Drawing Experiment with line Learn how to create straight, wavy, curved lines, spirals, and simple shapes Develop use of ‘how to draw’ in CIP and Busy Fingers</p> <p>Sculpture- Learn to access and select junk modelling materials Learn to join boxes together using various tape and glue Use scissors to manipulate materials e.g. make snips to prepare tubes for joining Learn to manipulate clay push, mould, roll, stretch</p> <p>Being Imaginative and Expressive has strong links to – Literacy (narrative), PSED – being confident to try, resilience, perseverance, performance</p> <p>Being imaginative and expressive – Sing a range of well-known rhymes and songs throughout every day – build a bank of songs sung by heart Retell the Christian story of Christmas through music and song, performing to an audience. Find their singing voice – beginning to match the pitch and following the melody</p>	<p>Progression Documents – Art, D&T, Music Creating with Materials - Colour Recall primary colours, introducing secondary colours – colour wheel Experiment with own ideas – water colours/powder/poster paints- using a variety of tools e.g. scraper, toothbrush, sponge – creating different effects/colour mixing</p> <p>Drawing Develop observational drawing techniques, looking closely and drawing the shapes seen with increasing detail e.g. shape of the eye/using line to add detail and pattern Use drawing as a means to communicate – as a bridge between imaginary play and writing</p> <p>Sculpture- Build with a purpose in mind Explore a range of joining materials – <i>masking tape, string, stapler, split pins</i> – working in both 2D and 3D Use water to manipulate clay – introducing spiral technique</p> <p>Being Imaginative and Expressive has strong links to – Literacy (narrative), PSED – being confident to try, resilience, perseverance, performance</p> <p>Being imaginative and expressive – Present a class assembly – perform to an audience Share their creations – explain own process to an audience – <i>props, junk modelling, construction</i> Choose instruments and sounds for their own imaginative purpose, choosing and creating sounds in response to a given stimulus</p>	<p>Progression Documents – Art, D&T, Music, P.E. Creating with Materials – LINK TO INSPIRATIONAL ARTIST Colour Identify and name secondary colours Experiment with own ideas – water colours/powder/poster paints- using a variety of tools e.g. scraper, toothbrush, sponge – creating different effects/colour mixing Choose colours for a purpose to create own paintings independently <i>Spring, Easter, Mothering Sunday</i></p> <p>Drawing Develop observational drawing techniques, looking closely and drawing the shapes seen with increasing detail e.g. shape of the eye/using line to add detail and pattern Use drawing as a means to communicate – as a bridge between imaginary play and writing</p> <p>Sculpture – Build with a purpose in mind using a range of joining materials working in 2D and 3D Manipulate materials e.g. crunch, tear, twist, bend, fold, layer Use water to manipulate clay – developing spiral technique <i>Spring, Easter, Mothering Sunday</i></p> <p>Being Imaginative and Expressive has strong links to – Literacy (narrative), PSED – being confident to try, resilience, perseverance, performance</p> <p>Being imaginative and expressive – Perform an FS2 play to an audience Find their singing voice – increasingly matching the pitch and following the melody Create props to support the FS2 play Dance (linked to PD) – Experiment with different ways of moving in response to music Express thoughts and feelings through movement Copy a simple dance pattern, linking two dance movements together Begin to move in time to music</p>	<p>Progression Documents – Art, D&T, Music, P.E. Creating with Materials - Drawing Detailed drawing of people- face shape, eyebrows, eyelashes, eye shape – <i>own family, community figures, historical figures</i> Use drawings to tell a story/represent an event – narrative, story maps, <i>History, changes over time</i></p> <p>Being Imaginative and Expressive has strong links to – Literacy (narrative), PSED – being confident to try, resilience, perseverance, performance</p> <p>Being imaginative and expressive – Present a class assembly – perform to an audience</p> <p>Using knowledge of traditional tales/story-telling - Invent, adapt and recount narratives and stories with peers and their teacher (<i>utilise colour/drawing/sculpture skills for creating props/masks/story maps</i>)</p> <p>Following adult directed teaching in Spring 2, utilise below skills through CIP opportunities - Dance (linked to PD) – Experiment with different ways of moving in response to music Express thoughts and feelings through movement Begin to move in time to music Choose instruments and sounds for their own imaginative purpose, choosing and creating sounds in response to a given stimulus</p>	<p>Progression Documents – Art, D&T, Music, Science, P.E. Creating with Materials – LINK TO INSPIRATIONAL ARTIST Drawing Utilise drawing skills to make observations of the natural world by drawing plants and animals (<i>linked to The Natural World ELG</i>)</p> <p>Being Imaginative and Expressive has strong links to – Literacy (narrative), PSED – being confident to try, resilience, perseverance, performance</p> <p>Using knowledge of traditional tales/story-telling - Invent, adapt and recount narratives and stories with peers and their teacher (<i>utilise colour/drawing/sculpture skills for creating props/masks/story maps</i>)</p> <p>Being imaginative and expressive – Share their creations – explain own creative process to an audience – <i>props, junk modelling, construction</i></p> <p>Following adult directed teaching in Spring 2, utilise below skills through CIP opportunities - Dance (linked to PD) – Experiment with different ways of moving in response to music Express thoughts and feelings through movement Begin to move in time to music</p>
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Vocab – EYs Concepts	Vocabulary: <i>Join, outline, cut, scrunch, fringe(ing)</i> Vocabulary: <i>percussion, sing/using singing voice, perform, show</i>	shiny Vocabulary: <i>Primary, Secondary, light(er) and dark(er), palette,</i> Vocabulary: <i>Join</i> Vocabulary: <i>Spiral, shape names, line (zig.zag, wavy, curvy) pattern, overlap</i>	hard. soft, rough, smooth, bendy Vocabulary: <i>powder paint, colour wheel, primary, secondary</i> Vocabulary: <i>outline, shape, line, detail, observe</i>		thick, thin, wide, narrow	
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Statutory ELG: Creating with Materials Children at the expected level of development will: - **Safely use** and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - **Share their creations**, explaining the process they have used; - **Make use** of props and materials when role playing characters in narratives and stories.

Statutory ELG: Being Imaginative and Expressive Children at the expected level of development will: - **Invent**, adapt and recount narratives and stories with peers and their teacher; - **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.