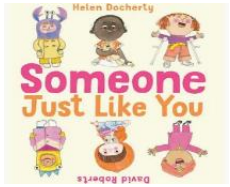
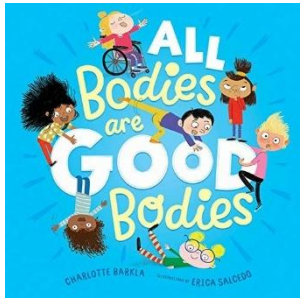
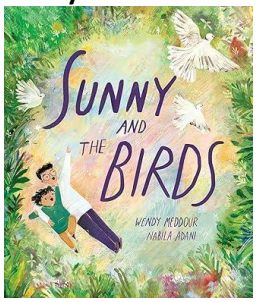
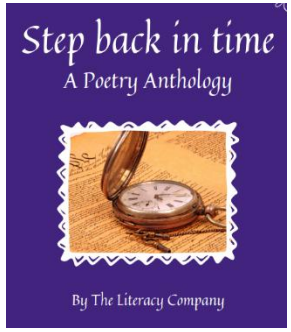
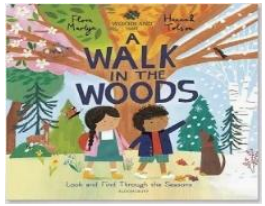
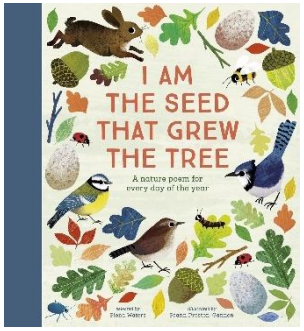
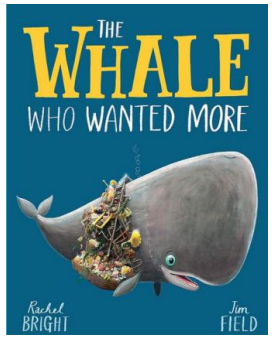
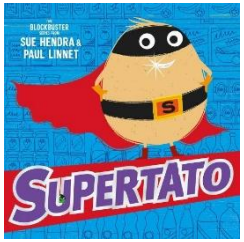
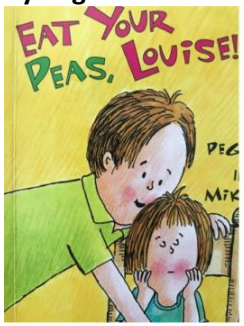
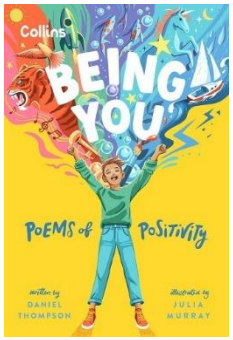
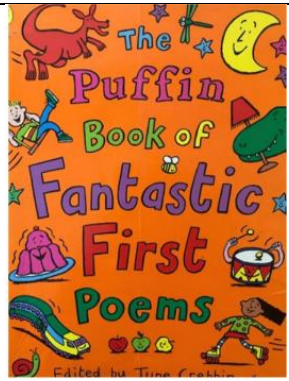
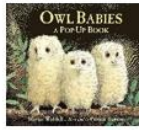
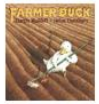
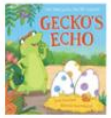
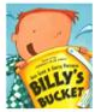
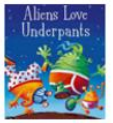
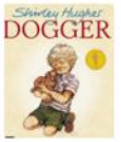
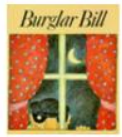
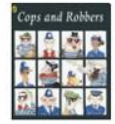
EYFS Curriculum 2026-2027

	Term 1 All About me! What makes me special?	Term 2 Let's Celebrate! How do we celebrate in our community and around the world?	Term 3 *Journeys* Where can a journey take us?	Term 4 Come Outside! What makes a place special?	Term 5 *Wonderful World* How can we look after our world?	Term 6 Healthy Heroes How can we stay healthy?
Writing Texts	**Someone just like you by Helen Docherty**  **All Bodies are Good Bodies by Charlotte Barkla**  **Being You by Daniel Thompson**	**Festivals by Jane Bingham**  **A Bundle of Rhymes by Mother Goose** 	**Sunny and the Birds**  **Step Back in Time: A Poetry Anthology by the Literacy Company**  	**A Walk in the Woods by Flora Martyn**  **I Am the Seed that Grew the Tree by Fiona Waters**  ***The Farmyard by A. A. Attwood***	**The Whale Who Wanted More by Rachel Bright**  **I Wonder by Margarita Eagle**	**Supertato**  **Eat Your Peas, Louise! by Pegeen Snow**  **Dinner-time Rhyme by June Crebbin**

						
Talk through stories texts	Ruby's Worry  Owl Babies  Perfectly Norman  Ravi's Roar  My Monster and Me  The Squirrels Who Squabbled 	Can't You Sleep, Little Bear?  Room on the Broom  Anna Hibiscus' Song  Handa's Hen  Love  Stick Man 	Hugless Douglas  The Wall and the Wild  Farmer Duck  Sonya's Chickens  Gecko's Echo  Slow Samson 	Lost and Found  On the Way Home  Billy's Bucket  Max and the Tag-Along Moon  Fly, Tiger, Fly!  Small's Big Dream 	Tiddler  Leo and the Octopus  Billy and the Beast  Giganotosaurus  Aliens Love Underpants  Click, Clack, Moo 	Dogger  Burglar Bill  Frockodile  Cops and Robbers  I am Nefertiti  I'm in Charge 
Memorable Events and Trips	- Family stay-and-play and reading session	- Family stay-and-play and reading session	- Family stay-and-play and reading session	- Family stay-and-play and reading session	- Family stay-and-play and reading session - Seaside visit	- Communigrow Trip - Supermarket Visit - Sports Week

	- Local walk in Snodland - Invite people that help us into our school (vet/ doctor/ police/nurse) - Visit Kent Firefighter Museum - Invite members of the local community to talk about celebrations.	- Christmas craft afternoon with families - Visit to a church - Nativity Recorded Performance. - Post letters to Father Christmas - Diwali workshop- Make Diya lamps. - Church visit for Christmas Celebrations - Monkey Bizz (start of term) - Local Library Visit - Yew Tree Farm - Relevant visit for advent (end of the term)	- Local walk using maps Bus or train journey - Visit from a pilot, bus driver or train conductor - Chinese New Year celebrations. - Seasons walk in Local Community - Local Library Visit - Visit to Snodland Train Station and local walk -	- Planting day in allotment - Woodland visit - Rarebreeds school trip - Music at Malling Workshop	- Earth Day including recycling workshop; - Animal encounter; - Passport around the world day.	- Mini Olympics - Chef visit for food tasting. - Cooking and Nutrition Sessions
Role Play Areas	*School*	*Post office* *Santa's workshop*	*Train Station*	*Garden centre*	*Restaurant/ beach café*	*Co-Op*
Nursery Rhymes ***(Rhyme Time Little Wandle)***	Twinkle, Twinkle Little Star Wind the Bobbin Up Row, Row, Row Your Boat The Wheels on the Bus	Baa, Baa, Black Sheep 1, 2, 3, 4, 5, Once I Caught a Fish Alive Hickory, Dickory, Dock Hey Diddle Diddle	Humpty Dumpty Incy Wincy Spider Jack and Jill	A Sailor Went to Sea Down at the Station The Grand Old Duke of York	Mary, Mary, Quite Contrary Miss Molly Had a Dolly Pat-a-cake	One, Two, Buckle My Shoe Ring-a-ring-a-roses Round and Round the Garden Rhyme Time Favorites
Parental Engagement	Friday Reading Afternoons/ Mornings	Singing Performance Stay and Play (New prospectus parents)	Phonics Workshop Friday Reading Afternoons	Friday Reading Afternoons Stay and Play	Friday Reading Afternoons	Stay and Play Stay and Play (New prospectus parents)

	Food Tasting with child- healthy lunch led by Kitchen FS phonics session and use of Class Dojo FS Reading Session Parents invited in to talk about jobs and how they help in the community	Friday Reading Afternoons Parents invited in to talk about celebrations	Invite in for Forest School Session connected to new book FS phonics session and use of Class Dojo FS Reading Session		Stay and Play FS phonics session and use of Class Dojo FS Reading Session	FS transition to Year One talk- how can I get my child Year One ready?

		Stage One		Stage Two		Stage Three	
Communication and language	**Listening, attention and understanding**	- Listen to and talk about stories to build familiarity and understanding - Understand how to listen carefully and why listening is important - Learn new vocabulary - Engage in story times - Engage in non-fiction books	- Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important - Learn new vocabulary - Engage in story times - Engage in non-fiction books - Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary - Articulate their ideas and thoughts in well-formed sentences	- Use new vocabulary throughout the day - Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Listening to instructions about the map and weather; discussing predictions, observations during the walk (e.g., "What can you spot?"); sharing recognitions when passing the map.	- Use new vocabulary through the day - Articulate their ideas and thoughts in well-formed sentences - Describe events in some detail - Listen to and talk about stories to build familiarity and understanding - Connect one idea or action to another using a range of connectives - Learn rhymes, poems and songs (add to unit) - Engage in non-fiction books	- Articulate their ideas and thoughts in well-formed sentences - Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen - Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Connect one idea or action to another using a range of connectives - Describe events in some detail	- Uses language for a variety of purposes: to share, take turns, compare, predict, explain. - Offers opinions. - Asks lots of questions. - Questions are usually precise.
	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.						

	Speaking	- Uses sentences of around 4–6 words. Develop social phrases e.g. good morning. - Speaks differently in different contexts (apparent in imaginative play). - Communication is developing but may have problems with irregular tenses and plurals. - Generally uses pronouns correctly. - Sing a large repertoire of songs. - Knows many nursery rhymes. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	- Has an extensive vocabulary. - Learn and use new vocabulary throughout the day and in different contexts - Articulate their ideas and thoughts in well-formed sentences. - Sometimes joins longer sentences with connectives e.g. because (cause and effect). - Retells stories and sequences events in some detail. - Speech is generally fully intelligible - Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. - Describing their walk to peers/adults. - Discussing cover observations; predicting and reasoning (e.g., "How do you know it's winter?"); explaining clothing choices. - Talking about choices ("This coat for winter because..."). Discussing book signs of spring; sequencing instructions; predicting growth.	- Uses a wide range of vocabulary appropriately. - In general, structures sentences correctly. - Use new vocabulary in different contexts - Ask questions to find out more and to check they understand what has been said to them - Connects one idea or action to another using a range of connectives - Retells the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
	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.			

Personal, social and emotional	**Self-regulation**	- Is beginning to use language rather than physical outbursts to express themselves. - Is beginning to use appropriate behaviour for different settings, e.g. indoor voices. - Can name some basic feelings, e.g. happy, sad, angry and scared. - Identifies basic character virtues, e.g. kindness. - Uses the toilet independently. - Develop appropriate ways of being assertive. - Understand gradually how others might be feeling.	- Express their feelings and consider the feelings of others. - Identify and moderate their own feelings, socially and emotionally. - Is becoming confident and self-assured. - Enjoys dramatic play. - Can cope with delays in having needs met. - Demonstrates persistence and some emotional control. - Can identify basic character virtues and opportunities to use them. - Identifies basic feelings and some strategies to manage them. - Understands how to eat healthily -eating too much junk food can give you a tummy ache.	- Can complete tasks with independence. - Identifies more complex feelings and begins to recognise them in others. - Has a stable view of themselves. - Demonstrates some basic character virtues. - Manages own needs. - Takes responsibility for washing, dressing and using the toilet independently.
	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.			

	Managing self	- Takes turns and shares. - Seeks the approval of an adult. - Enjoys make-believe play. - Has a set of feelings about themselves. - How they feel about themselves is influenced by their relationships with people around them. - Select and use activities and resources, with help, when needed. - Show more confidence in new social situations. - Is beginning to follow rules, understanding why they are important. - Beginning to remember rules without an adult reminding them. - Be increasingly independent in meeting their own care needs. - Make healthy choices about food, drink, activity and tooth brushing. - Know that they must wash their hands and clean surfaces before handling food.	- Is beginning to identify what makes them special and sees themselves as a valuable individual - Show resilience and perseverance in the face of challenge. - Is sociable and enjoys silly talk. - May have a best friend. - Plays with a group. - Has a stable self-concept. - Develop their sense of responsibility and their membership of a community - Follows basic hygiene rules. - Talk about the different factors that support their overall health and wellbeing.	- Is developing a sense of social rules. - Enjoys cooperative play. - Shows sensitivity to the needs of others. - Much of their personality is established. - Is beginning to recognise differences between themselves and others. - Think about the perspectives of others.
	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			
	Building relationships	- Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries when playing - Takes interest in roles in the home, e.g. who makes their meals, who reads their bedtime stories. - Can describe their local environment. - Knows that money is used to buy things. - Become more out-going with unfamiliar people, in the safe context of their setting. - Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers.	- Build constructive and respectful relationships. - Helps to create rules. - Takes notice of roles performed by members of their family outside the home. - Knows that people earn money by working. - Can describe what they like and don't like about their environment.	- Follows negotiated rules and uses strategies to manage non-compliance. - Knows that to buy some things you may have to save up money. - Can describe what might be done to care for their environment.

	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

	Key Knowledge (Jigsaw)	- Know that I belong in my class and am part of a group - Understand that people are similar and different - Begin to recognise and talk about different feelings - Understand that my classroom is a place where we learn and play together - know that working together helps make school a good place to be - Understand why kindness matters and how it affects others - Know what using gentle hands looks like - Know that everyone has the right to learn and play - Understand what being	- Know what being unique means - Recognise the names of some emotions - Know why having friends is important - Know what being proud means, and that people can be proud of different things - Understand that people can be good at different things - Know that families can be different - Know that people have different homes and why they are important to them - Name some ways of making friends - Recognise emotions when they or someone else is upset, frightened or angry	- Know what a challenge is - Understand that it is important to keep trying - Know what a goal is - Know how to set goals and work towards them - Recognise words that are kind - Name some jobs that I might like to do - when I am older - Know that working hard helps me to able to achieve the job I want when I am older - Know when I have achieved a goal - Understand that challenges can be difficult - Know what it means to be resilient - Recognise the feelings linked to perseverance - Use kind words can encourage	- Name some parts of my body and understand that being active helps keep me healthy - Understand that moving my body and resting are both important for my health - Talk about things I need to do to stay healthy - Know what "healthy" means and can begin to make healthy food choices - Know how to help myself go to sleep and understand why sleep is important - Wash my hands and understand why this is important, especially before eating and after using the toilet - Know who my safe adults are	- Know what a family is - Know that different people in a family have different responsibilities (jobs) - Know some of the characteristics of healthy and safe friendships - Know that friends sometimes fall out - Know some ways to mend a friendship - Know that unkind words can never be taken back and they can hurt - Know how to use Jigsaw's Calm Me to help when feeling angry - Know some reasons why others get angry - Can identify what jobs they do in their family and those carried out by	- Know the names and functions of some parts of the body (see vocabulary list) - Know that we grow from baby to adult - Know who to talk to if they are feeling worried - Know that sharing how they feel can help solve a worry - Know that remembering happy times can help us move on - Recognise that changing class can elicit happy and/or sad emotions - Can say how they feel about changing class/ growing up - Can identify how they have changed from a baby - Can say what might change for them they

		responsible means - Know how we look after our classroom and resources - Describe how they help everyone feel safe and able to learn - Name my feelings - Know how work and play with others - Know why it is important to be kind and gentle - Understand why it is important to care about others' feelings - Follow class rules and make good choices	- Identify and use skills to make a friend - Identify some ways they can be different and the same as others - Identify and use skills to stand up for themselves - Identify feelings associated with being proud - Identify things they are good at - Recognise similarities and differences between their family and other families	people - Talk about time when I kept on trying and achieved a goal - Celebrate success and recognise when I or others feel proud.	and how to stay safe if they are not close by - Notice how my body feels when I am active and understand that moving helps keep me well - Recognise when my body needs movement or rest - Talk about some ways I can look after myself and keep my body healthy - Make simple healthy choices and notice how these help my body and feelings - Use strategies that help me feel calm and ready for sleep - Take responsibility for caring for my body by keeping myself clean and healthy - Identify trusted adults and ask for help when I	parents/carers and siblings - Can suggest ways to make a friend or help someone who is lonely - Can use different ways to mend a friendship - Can recognise what being angry feels like - Can use Calm Me when angry or upset	get older - Can identify positive memories from the past year in school/home

					feel unsafe or unsure		
	Internet safety	<u>Self-image and identity:</u> - Recognise, online or offline, that anyone can say 'no', 'please stop', 'I'll tell', 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. <u>Online Relationships:</u> - Recognise some ways in which the internet can be used to communicate. - Give examples of how I (might) use technology to communicate with people I know	<u>Online Bullying:</u> - Describe ways that some people can be unkind online <u>Online reputation</u> - Identify ways they put information on the internet.	<u>Managing online information:</u> - Talk about how to use the internet as a way of finding information online. - Identify devices I could use to access information on the internet.	<u>Health, wellbeing and lifestyle:</u> - Identify rules that help keep us safe and healthy in and beyond the home when using technology - Give some simple examples of these rules	<u>Privacy and Security:</u> - Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - Describe who would be trustworthy to share this information with; explain why they are trusted.	<u>Copyright and Ownership:</u> - Know that work I create belongs to me. - Name my work so that others know it belongs to me.

Physical Development	**Gross motor skills**	- Takes weight on hands and knees, tummy down, like a table. - Can lift up one foot or hand at a time. - Hangs on a bar using hands. - Stands on a floor marker on two feet, bends down and picks up an object from the floor. - Can push a tyre along the ground. - Jumps with two feet along a line of floor markers. - Passes a balloon from hands to feet and back again while lying on back. - Can walk backwards and sideways. - Shows good spatial - awareness. - Walks up stairs, putting one foot on each step. - Can jump on two feet. - Pedals a tricycle. - Can catch a balloon.	- Takes weight on hands and feet, tummy up (back straight, no sagging). - Can lift up one foot or hand at a time. - Hangs on a bar and lifts up a bent leg. - Stands on a floor marker on one leg, bends down and picks up an object from the floor. - Picks up a tyre and pushes it along the floor. - Jumps from side to side along a skipping rope. - Passes a beach ball from hands to feet and back again while lying on back. - Climbs on play equipment. - Walks up and down stairs, with one foot on each step. - Claps in time to music. - Can catch, kick, throw and bounce a ball. - Can use a balance bike. - Can hop and march. - Uses a variety - of different playground equipment.	- Takes a tummy-up position with hands and feet on the floor, moving around the space. - Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker. - Can flick over a tyre and repeat, moving it from one end of a small space to another. - Can play French skipping over an elastic band. - Can balance on one foot for a short time. - Plays ball games. - Can gallop. - Walks along a low balance beam. - Can skip. - Can ride a bike without stabilisers. - Uses core muscle strength to sit up straight at a table.

	PE Key Knowledge (PE Planning)	***Movement Development and BEAM*** - *Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.* - *Shows some understanding towards the effects of activity on their body.* - *Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.* - *Travels with confidence and skill in a range of movements when using equipment.* - *Moves freely and with pleasure and confidence in a range of skilful ways.* - *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.*	***Dance*** - *Understand the concept of playing characters and taking on different roles and perform in character to the music.* - *Explore different movements – keeping good balance and coordination.* - *Show different emotions, impressions and expressions depending on the stimuli.* - *Listen to the music and move in time with it.* - *Work well with a partner, copying and mirroring movements.* - *Work well with others.*	***Throwing and Catching*** - *Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.* - *Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.* - *Showing increased control when catching a ball.* - *Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.* - *Moves freely and with pleasure and confidence in a range of skilful ways.* - *Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.*	***Ball Skills*** - *Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.* - *Shows some understanding towards the effects of activity on their body. - Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.* - *Can play in a group, extending and elaborating play ideas within the group.* - *Shows increasing control when throwing and catching a large ball.* - *Begins to accept the needs of others and can take turns and share, sometimes with the support of others*	***Fun and Games:*** - *Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.* - *Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions* - *Runs skilfully and*	***Working with others:*** - *Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.* - *Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions* - *Can play in a group.* - *Keeps play going by responding to what others are saying or doing* - *Begins to accept the needs of others and can take turns and share, sometimes*

						negotiates spaces successfully, adjusting speed or direction to avoid obstacles. - *Begins to accept the needs of others and can take turns and share, sometimes with the support of others.* - *Moves freely and with pleasure and confidence in a range of skilful ways.*	*with the support of others.* - *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles*
	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.						

	Fine motor skills	- Holds a pencil with fingers in palmer grip. - Paints with a crayon or brush. - Cuts with scissors (but not always in a straight line). - Can thread large beads onto a lace. - Builds a tower with six or more blocks. - Can copy a circle. - Enjoys floor play with bricks, boxes, trains, cars and small world figures.	- Threads small beads onto a lace. - Builds a tower of ten or more bricks. - Can build with other construction toys. - Draws a house. - Is beginning to fasten buttons and zips. - Draws a person with head, legs, body and (usually) arms and fingers. - Pincer grip with preferred hand and correctly doing nip, flip and grip	- Threads a large needle and stitches real stitches. - Uses brushes, crayons and pencils with control. - Uses a knife and fork competently. - Uses tools effectively to make things. - Be able to use Tripod grip correctly
	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.			

	Handwriting (LW)	*<u>Unit 1: Practising patterns</u>* - *Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1)* - *Up curves, Down curves, Mixed-height curves, Letter C (Week 2)* - *Spirals, Crosses, Turrets, Diagonals (Week 3)* - *Zig-zags, Sideways V, Letter X, Triangles (Week 4)* ***<u>Teach lower-case letter formation</u>*** *<u>Unit 2: Curly Letter Family</u>* - *c, a, d (Week 5)* - *g, o, q (Week 6)* - *e, s, f (Week 7)* *<u>Unit 3: Long Letter Family</u>* - *l, i, t (Week 8)* - *j, u, y (Week 9)* *<u>Unit 4: Bouncy Letter Family</u>* - *m, n, r (Week 10)* - *b, p, h (Week 11)* *<u>Unit 5: Zig zag letter family</u>* - *v, w, x (Week 12)* *z, k (Week 13)*	***<u>Teach capital letter formation</u>*** *<u>Unit 6: Capital letters</u>* - *Cc, Aa, Dd* - *Gg, Oo, Qq* - *Ee, Ss, Ff* - *Ll, Ii, Tt* - *Jj, Uu, Yy* - *Mm, Nn, Rr* - *Bb, Pp, Hh* - *Vv, Ww, Xx* - *Zz, Kk* Complete Year One Unit 3: Forming Digits	***<u>Practise in digraphs, trigraphs and words</u>*** *<u>Unit 7: Digraphs and trigraphs</u>* - *ff, ll, ss* - *zz, ck, qu* - *ch, sh, th* - *ng, nk, ai* - *ee, igh, oa* - *oo, ar, or* - *ur, ow, oi* - *ear, air, er*

Literacy	**Comprehension**	- Engage in story times - Engage in non-fiction books - Names some objects in a book. - Talks about characters in books. - Begins to connect stories to their own lived experiences. - Can fill in gaps in familiar books. - Listen to and talk about stories to build familiarity and understanding - Learn new vocabulary - Points to pictures and guesses what might happen next.	- Enjoys listening to and joining in with stories. - Uses language from stories. - Participates in rhyming games. - Retell parts of the story. - Listen to and talk about stories to build familiarity and understanding - Listen to and talk about selected non-fiction and recall some facts. - Participate actively in class and small group discussions, using and understanding recently introduced vocabulary. - Offer explanations for why things might happen in stories, non-fiction, rhymes, and poems. - Make inferences on the basis of what is being said and done. - Predict what might happen on the basis of what has been read so far. - Anticipate key events in stories using clues from the text and their own experiences. - Describe settings and main characters.	- Knows that information can be retrieved from books. - Retells simple stories in some detail. - Can describe settings, events and characters in some detail. - Uses vocabulary they have heard in books. - Re-tell the story in sequence, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Begin to answer how and why questions.
	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.			

	Word reading	- Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (all Phase Two sounds) - Blend and read words with –s /s/ added at the end (hats sits) - Blend and read words ending in s /z/ (his) and with –s /z/ added at the end (bags) - Read a few common exception words matched to the school's phonic programme including: I, is, the, push, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (all Phase Two and Three sounds) - During Phase 3 children will be taught diagraphs (one sound represented by two letters) and some trigraphs (one sound represented by 3 letters). - Learn how to blend and segment CVC words using the new sounds, e.g. t-ai-l, sh-ee-t, n-igh-t – note that these words still only have three sounds - Begin to blend and read two-syllable words such as 'cooker.' - Read a few common exception words matched to the school's phonic programme including was, you, they, my, by, all, are, sure, pure. - Review all previously taught tricky words. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words	- Secure with the 42 graphemes (letters) and how these link to a phoneme (sound) - Use their knowledge of blending and segmenting alongside adjacent consonants e.g. st, gr, tr, spr - Read a few common exception words matched to the school's phonic programme including said, so, have, like, some, come, love, do, were, here, little, says, there, when what, one, out, today. - Review all previously taught tricky words - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words
	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.			

	Writing	- Enjoys writing on different surfaces, e.g. paper, screens, in sand and with shaving foam. - Can distinguish between the different marks they make. - Draws wavy lines across the page that look like lines of text from a book. - Is beginning to make some letter-like forms. - Writes some actual letters, especially the letters in their name. - May start to draw pictures and label them using letters or letter-like marks. - Learn rhymes, poems and songs - Develop their phonological awareness so that they can spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, write 'm' for mummy - Write some or all of their name - Write some letters accurately - Spell words by identifying the sounds and then writing the sound with letter/s - Form lower-case letters correctly - Re-read what they have written to check that it makes sense - May try different kinds of writing, e.g. writing a list or a greeting card. - Holds pencil correctly and is beginning to form letters accurately. - Knows the sounds letters make and is beginning to spell words based on how they sound. - Learn rhymes poems and songs - Listen carefully to rhymes and songs paying attention to how they sound - Begin to articulate their ideas and thoughts in well-formed sentences	- Form lower-case letters correctly - Write short sentences with words with known sound-letter correspondences - Spell words by identifying the sounds and then writing the sound with letter/s - Re-read what they have written to check that it makes sense - Enjoys writing for a variety of purposes. - Labels pictures with a few words and later on begins to write simple sentences with correct grammar.
	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.			

Mathematics add in NS reference	**Number**	- Match objects - Match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts - Find 1,2,3,4,5 - Subitise 1,2,3,4,5 - 1 more and 1 less - Composition of 1,2,3,4,5	- Introduce 0 - Find 0-5 - Subitise and represent 0-5 - 1 more and 1 less - Composition - Conceptual subitising to 5 - Find and represent 6,7,8 - Make pairs odd and even - Double 8 (find a double) - Double 8 (make a double) - Combine two groups - Conception subitising - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 - Conceptual subitising to 10 - Composition to 10 - Bonds to 10 (2 parts) - Make arrangements of 10 - Bonds to 10 (3 parts) - Doubles to 10 (find a double) - Doubles to 10 (make a double) - Explore even and odd	- Build numbers beyond 10 (10 -13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns - Add more - How many did I add? - Introduce take away - How many did I take away?
	Children at the expected level of development will: - Have a deep understanding of numbers 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			

	Numerical patterns	- Copy and continue simple patterns - Create simple patterns - Explores a simple pattern	- Keeps one-to-one correspondence for small groups of objects in a line. - Answers 'How many?' by counting again. - Accurately counts to five and can answer 'How many?' by using the last number (e.g. 'One, two, three, four. There are four.'). - Is beginning to demonstrate cardinality. - Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C. - Fills in the missing elements of a pattern. - Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue ; Red, Red, Blue ; Red, Red, Blue (where Red, Red, Blue is a whole unit).	- Explore sharing - Explore grouping - Even and odd sharing - Play with and build doubles - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Patterns and relationships including odd and even numbers - Equal distribution
	Measure	- Compare size and mass - Compare capacity	- Compare mass - Find balance - Explore and compare capacity - Explore and compare length - Explore and compare height - Talk about time - Order and sequence time	- Describes measurable attributes of objects. - Enjoys predicting and discussing comparisons of attributes. - Focuses on fairness and accuracy. - Uses a variety of measuring tools. - Compares the length of two objects by using a third object (a measuring tool). - Estimates how many cubes will fill a space. - Sequences and orders events. - Is beginning to use a timer and a calendar. - Uses an increasing amount of measurement vocabulary. - Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string. - Special reasoning maps and plans

	Shape	- Identify and name circles and triangles - Compare circles and triangles - Identify shapes in the environment - Describe position - Identify and name shapes with four sides - Combine shapes with four sides - Understand day and night - Construction and 3-D Shapes - 2-D shapes and 2-D shape puzzles	- Recognise and name 3-D shapes - Find 2-D shapes within 3-D shapes - Use 3-D shapes for tasks - 3-D shapes in the environment - Spatial reasoning including symmetry	- Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes
	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.			

Understanding the world	**Past and present**	- Puts photographs of themselves as a baby and onwards in the correct order. - Knows that children grow and change with the passage of time - Acts out familiar routines from their family and culture. - Talk about significant events from their own experience.	- Organises images from a story into a plausible chronological order - Joins in and talks about family customs and routines	- Sequences and retells stories. - Talks about past and present events in their own life and that of family members. - Identifies some similarities and differences between things now and in the past. . - Knows that they and the world around them change with the passage of time.
	Key Knowledge	- *Be able to recall and talk about a significant event in their own experience, e.g. birthdays* - *Know and understand that their grandparents are older than their parents* - *Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'* - *Understand that some familiar stories were set in a time before they were born* - *Recall people that help in the local community e.g. doctors, firefighters, nurses, dentists and vets*	- *Recognise and describe special times or events for families and friends e.g. Eid, Chinese New Year, Christenings and Christmas* - *Know that there are significant people in their life and can explain why these people are important e.g. parents/ carers and teachers* - *Know how to order daily events and say when they have happened.* - *Know that people celebrated events like Eid and Christmas before they were born.* - *Use appropriate language to describe the past, such as, 'in the past'* - *Can compare and contrast stories about the past*	- *To be able to talk about the lived of the people around them and their roles in society e.g. doctors, firefighters, nurses, dentists and vets* - *Know some similarities and differences between things in the past and how, drawing on their experiences of what has been read in class.* - *Understand the past through settings, characters and events in books read in class and storytelling.* - *Be able to recognise old forms of transport/ toys/ technology i.e. Penny Farthing*
	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.			

	People, cultures and communities	- Talks about the location of familiar places Including some places of local interest e.g. library, All Saints Church, shops - Can talk about prominent geographical features in their local area e.g. the hill behind the school, the stream at the bottom of the hill - Gives details about where they live e.g. town, street name - Can identify celebrations that take part in our local community - Can draw a map of your journey to school and local area - Explore the local area through maps, globes and atlases. - Show increased interest in the lives of people who are familiar to them - Understand that not all people celebrate the same things as them - Have an understanding about why certain events are being celebrated. - Talk about people that are helpful to them both from within their family and outside their family e.g. doctors, firefighters, nurses, dentists and vets	- Able to point out landmarks whilst on a walk in their local area e.g. library, All Saints Church, shops - Can interpret and draw a simple map of the classroom/school, indicating different interest areas e.g. library, All Saints Church, shops, stream and types of homes. . - Build vocabulary relating to spatial description: below, above, next to, surrounded by etc - Maps use pictures and symbols to show real places and paths. - Recognise that people have different beliefs and celebrate special times in different ways - Show an interest in different occupations and ways of life - Name and describe people who are familiar to them in the local community - Recognise some similarities and differences between this country and life in other countries	- Uses some specific geographical vocabulary to describe different locations using observations, discussions, stories, non-fiction texts and maps. - Can see where the UK is in the world in relation to others - Can talk about some similarities and differences in countries around the world - Can recall the feature of a hot and cold place - Can use a map/ atlas or glob to local different places - Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, discussions, non-fiction texts and- where appropriate- maps

	Key Knowledge	- *Knows what a celebration is and recall different celebrations e.g. Diwali, Christmas, Birthdays, Advent, Holi and Chinese New Year.* - *Can begin to compare celebrations* - *Recall and sequence the story of Rama and Sita in relation to the festival of Diwali* - *Pupils to share who is in their families and celebrate how they are all different* - *Recognise what features make up the local community (houses, high street, road)* - *Use a map to create well known routes* - *Can recall that their school is in Snodland* - *Can name the key features of a school (including classroom/ library/ playground/ hall).*	- *Derive information from a simple map.* - *Use a simple plan map of the school grounds to find and / or mark in features.* - *Follow a simple route at a local scale, using familiar landmarks.* - *Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds.* - *Begin to use simple symbols on maps to show features and journeys.* - *Can recall that they live in Snodland which is in Kent which is in the England and in the United Kingdom.*	- *Use more complex directional language and confident using right' and 'left'.* - *Can name a range of transport and consider their suitability for use on different journeys.* - *Use a simple map, with support, locate hot and cold locations* - *Know some similarities and differences between different religious and cultural communities in this country and life in other countries, drawing on their experiences, what has been read in class and -when appropriate- maps.*
	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.			

	The natural world	- Is curious about things in nature. - Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face. - Enjoys being outside. - Is beginning to understand that we need to take care of things. - Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. - Talks about what they see. - Describes, in simple terms, life cycles of plants and animals. - Can identify differences between some materials.	- Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen. - Can talk about how being outside makes them feel. - Knows that plants and animals need water and animals need food. - Knows that plants and animals need to be looked after to survive. - Shows concern for living things, e.g. is careful not to damage plants. - Knows we need to take care of materials, e.g. putting things away properly. - Explores the natural world, using their five senses. - Describes the impact of weather and seasons on their daily life. - Names and describes familiar plants and animals. - Is beginning to talk about why things happen. - Predicts what might happen and explains why. - Records findings in a simple way.	- Shows a basic understanding of how they might have an impact on the environment. - Knows that being outside can make them feel better if they are anxious or upset. - Takes responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover. - Explores and talks about forces. - Investigates forces, light and vibrations. - Looks closely at similarities and differences in nature. - Participates in guided investigations and makes observations. - Asks and responds to questions about familiar objects. Talks about observable changes. - Understands that objects move in different ways depending on size and weight. - Asks questions such as ‘What would happen if …?’. - Records ideas and observations.

	Key Knowledge	- *Can name different weathers and identify them day by day* - *Understand humans change as they grow* - *Can identify common animals and plants in the local community* - *Can suggest where certain animals live (sea, field, pond, forest)* - *Suggest different properties of habitats* - *Know there are four seasons: spring, summer, autumn, winter* - *Know that birds fly and animals like cows spend time in fields* - *Know that dogs and cats are animals that may live with people*	- *Know that people wear different clothes in different seasons to stay comfortable (e.g., coats and hats in winter).* - *Know that seeds need soil, water, and light to grow into plants (e.g., cress grows quickly).* - *Can describe and order the lifecycle of a caterpillar* - *Know that flowers have different parts: petals (colourful), stem (holds it up), leaves (green), roots (in soil).* - *Know that seasons occur in a cycle: spring (growth and new life), summer (warmth and full growth), autumn (cooling, preparation for rest).* - *Name several species that live in different habitats e.g land and sea.* -	- *Can recall the features of each season and the impact on the local environment.* - *Name specific ways people can look after the environment such as recycling and explain why this is important* - *Can recognise that lighter objects float and heavier objects sink* - *Can recognise that shadows are formed by blocking the light* - *Can recognise that some materials hold their shape* - *Can identify the process of melting and freezing in their immediate environment*
	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.			

	RE	*<u>Term 1: Why is the word 'God' so important to Christians?</u>* ***Name*** *the Bible as the book which is special to Christians.* ***Use*** *the word 'God' in context.* ***Tell*** *an adult something they are thankful for.*	*<u>Term 2: Why do Christians perform nativity plays at Christmas?</u>* ***Name*** *or* ***label*** *key characters in a Bible story.* ***Use*** *the words 'God', 'Jesus' and 'Bible' in context.* ***Tell*** *an adult some ways they mark Christmas or other celebrations.*	*<u>Term 3: New Testament Stories</u>* ***Name*** *the New Testament as the part of the Bible which tells about Jesus.* ***Use*** *the words 'Jesus' and 'disciple' in context.* ***Tell****, using simple vocab, parts of some Bible stories.* ***Notice*** *that some stories have hidden meanings.*	*<u>Term 4: Why do Christians put a cross in an Easter garden?</u>* ***Name*** *the New Testament as the part of the Bible which tells about Jesus.* ***Tell****, using simple vocab, parts of some Bible stories.* *Use the words 'God', 'Jesus', 'disciples' and 'Easter' in context.* ***Notice*** *how parts of an Easter garden link with the Bible stories about Jesus' death and resurrection.* ***List*** *some Easter symbols e.g. cross, flowers, egg, tomb.*	*<u>Term 5 & 6: World Faith Stories</u>* ***Tell****, using simple vocab, parts of some religious stories from different faiths.* ***Use*** *words relating to different faiths in context, e.g. Muhammad, God, Sikh.* ***Notice*** *that stories from different faiths have hidden meanings.* ***List*** *some different faiths e.g. Christian, Jewish, Muslim.*

Expressive Arts and Design	**Creating with materials**	- Explores the feel of a range of everyday objects. - Develops knowledge about design through play with objects. - Can talk about what they are going to make. - Manipulates basic tools. - Uses trial and error to develop understanding. - Reflects on a product, saying what they like. - Makes accidental representations (creates a form and then decides it is like something). - Identifies artworks that appeal to them. - Explored colours and how colours can be changed - Understand that they can use lines to enclose a space and then begin to use lines to represent objects - Know how to use a paintbrush to create a desired effect - Realise that a tool can be used for a purpose - Use simple tools and techniques appropriately - Explore what happens when you mix colours - Experiment with different textures	- Explores a range of everyday objects and can talk about similarities and differences between them. - Draws what they are going to make. - Chooses appropriate tools. - Explains what they are happy with in a product and how they will tweak the design to improve it. - Knows how to select, cut, assemble, tear, stick and collage different material - Can sort art by its medium. - Explores colour and colour mixing. - Is beginning to use painting and drawing to represent actions and objects. - Is beginning to use art to demonstrate feelings. - Uses tools for a specific purpose. - Safely use and explore a variety of materials, tools and techniques - Experiment with colour, design, texture, forms and functions - Understand that different media can be combined to create new effects	- Makes judgements about properties of different materials and their suitability for construction. - Tests out the properties of materials. - Draws what they are going to make and explains designs. - Experiments with designs and materials. - Uses tools safely. - Describes how a product is made up of many different parts. - Experiments with a wide variety of materials. - Can use art to represent feelings. - Makes intentional representations, deciding beforehand what they want to depict. - Safely use and explore a variety of materials, tools and techniques - Discuss how artists inspire others. Recognise and describe key features of their own and others' work

	Key Knowledge	- *Name several different mediums* - *Name several primary and secondary colours* - *Name several different mediums and materials* - *Name different types of materials* - *Can start to recognise that different materials have different properties* - *Know that materials can be linked or attached using different methods*	- *Know how to select colour for purpose* - *Know the names of all primary colours and secondary colours.* - *know how to mix primary colours to create some secondary colours* - *know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers)* - *know who artists are within the local community and/or wider world and how they inspire others* - *know and comment on the aspects that they like/dislike about their own work and the work of famous artists* - *Children consider how the natural environment can be used to create art work* - *Is beginning to use painting and drawing to represent actions and objects.* - *Begin to draw simple features of a person.* - *Know that materials look, feel, and behave differently (e.g., cardboard is stiff, fabric is soft, plastic can be waterproof).* - *Know how to handle and carry tools like scissors, hole punches, staplers, and rolling pins safely without hurting themselves or others.* - *Know how to talk about a design idea and verbally plan what they want to make before starting.*	- *know how to select, cut, assemble, tear, stick and collage different materials* - *know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough)* - *Draw a person with clear features.* - *know how to use paint to lighten or darken a colour* - *Can recall what colours to mix to create secondary colours* - *Know how to choose the right materials and resources to carry out their own specific plans or ideas.* - *Know how to use one-handed tools competently, such as making accurate snips in paper with scissors.* - *Know that materials can be linked or attached using different methods like tape, glue, split pins, and string.* - *Know that they are constructing with a specific purpose or goal in mind (e.g., building a bridge to support a toy car).* - *Know how to share their final creations and explain the step-by-step process they used to build it* - *Know that structures need a stable base so they do not fall over*
	At the end of EYFS, 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.			

	Being imaginative and expressive	<u>Music</u> - Respond physically, emotionally, or orally to a wide range of music from different cultures and traditions, both live and recorded - Respond to the sound of the music through movement, verbalisation, or musical participation - Begin to develop awareness of the structure of simple songs and rhymes, joining in with repeated lines/sections (such as Old MacDonald) - Begin to link sounds with symbols - Choose vocal sounds to match objects or pictures or to enhance storytelling - Explore and create gross motor body percussion, e.g. clapping, stamping, jumping - Begin to hold instruments and sound makers more securely and play them more purposefully - Improvise vocally in response to various stimuli, e.g. music they hear or stories that are read to them - Explore making a range of sounds on instruments and other sound makers - Join in with some final or repeated words/phrases from songs and rhymes - Begin to join in with rhymes and simple songs with a limited tone set (number of pitches) from different genres, **cultures and traditions** - Respond to basic symbols to show when to start and stop - Respond to cues from others when making music - Make choices when making music with others - Enjoy sharing songs and musical activities with others <u>Dancing</u>	<u>Music</u> - Respond in various ways to a wide range of music from different cultures and traditions, both live and recorded - Respond with some understanding to the musical elements through movement, verbalisation or musical participation - Continue to develop awareness of the structure of songs and rhymes, joining in with short sections - Link sounds with symbols. Create symbols while listening to music - Add vocal sounds to responses to stories and pictures - Explore different examples of body percussion, as motor skills develop - Hold some instruments and sound makers securely and use these instruments with increasing amounts of control - Improvise vocally in response to music and stories - Explore sounds and repeating patterns on instruments - Join in with simple songs, within a limited pitch range - Join in with a small number of simple songs within a limited tone set - Respond to symbols (hand and visual) to show when to start and stop, play instruments and put instruments down - Sing and play with others, showing awareness of each other - Choose instruments or sounds to make during a song - Enjoy sharing songs and musical activities with other children and family members <u>Dancing</u>	<u>Music</u> - Respond freely to a wide range of music from different cultures and traditions, both live and recorded - Respond with understanding to a range of elements through movement, verbalisation, or musical participation - Develop their awareness of the structure of songs and rhymes, joining in with longer sections - Link sounds with symbols - Understand that vocal sounds can be controlled and create different moods, scenes, characters - Explore an increased range of body percussion including additional fine motor movements, e.g. tapping the palm, flicking the fingers - Become more confident in exploring different ways to make sounds with sound makers and instruments - Improvise vocally, exploring different sounds and adapting known songs - Select sounds and create patterns - Join in with echo or call and response songs, either spoken or within a limited range of notes - Join in with a range of rhymes and songs from different genres, cultures and traditions, pitch-matching with greater accuracy within the tone set doh to soh, developing an awareness of posture, breath control and diction over time - Respond to symbols that represent different sounds and instruments - Follow others more purposefully when singing/playing together and act as a leader themselves - Make musical suggestions that shape a song or activity

		- Is beginning to experiment with moving in different ways. - Moves in response to accompaniment. - Can say which dances they like. - Expresses emotions through facial expressions. - Explores moving to music from a range of cultures that is intended for dancing <u>Playing</u> - Bases pretend play on events they have seen or heard about but not personally experienced. - Gives toys a voice. - Talks when planning and during play, and afterwards, about their play. - Includes short, time-related sequences of activities in play.	- Can move in a variety of different ways. - Moves to different musical rhythms and tempos, often as animals, e.g. lions, elephants and monkeys. - Moves in response to different stimuli. - Copies movements shown by the teacher. - Demonstrates emotions through facial expressions and gestures. - Responds to music from other cultures with different ways of moving. <u>Playing</u> - Pretends play is based on events they have seen or heard about but not personally experienced. - Takes on a role alongside others, changing roles in response to the play. - Includes planned events with cause-and effect sequences in play. - Uses language to set the scene. - Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'.	- Enjoy sharing songs and musical activities with an 'audience' <u>Dancing</u> - Demonstrates fluency when moving in a variety of different ways. - Explores and moves with appropriate actions in response to a stimulus. - Creates dances with movements and gestures to express feelings and ideas. - Describes how dancing or watching dance makes them feel. - Expresses emotions through facial expression, stance and gesture. - Enjoys dancing to music from different cultures. <u>Playing</u> - Takes on multiple roles. - Includes highly imaginative themes with multiple plans and sequences in play. - To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. - Creates play scenes that are made up of longer stories with several steps laid out in sequence. - Collaborates with others, planning roles and scenarios.

	Key Knowledge (Music Mark)	- *Recognise a number of nursery rhymes and can join in with singing these* - *To understand that not all music sounds the same when making comparisons.* - *To understand that music can change in tempo (speed) or dynamics(loud and quiet).* - *To know that their body can move in time and respond in different ways to music.*	- *To know that songs can change in pitch (high and low).* - *To be aware that body percussion can make different sounds* - *To know 3 Nursery rhymes or action songs.* - *To know that we can make music together and listen to each other*	- *Understands that instruments can be used to keep a steady pulse.* - *Understands that instruments can be used to create rhythms.* - *Can hold an instrument securely* - *Listening and moving/clapping along to the pulse or rhythm in a song.* - *Copying simple rhythms by clapping.* - *Beginning to develop ability to follow some non-verbal signals, for example when to start singing and when to stop.* - *To know that new songs can be learnt through call and response.*
	At the end of EYFS, 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			