

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



LONG TERM PLAN - NURSERY

KNOWLEDGE, SKILLS AND VOCABULARY PROGRESSION OF FOUNDATION SUBJECTS FROM EYFS INTO KS1

Objectives for enrichment – not to replace continuous provision

2022

NURSERY – AUTUMN 1 – ALL ABOUT ME

	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
UNDERSTANDING THE WORLD (Leading into SCIENCE)	<ul style="list-style-type: none"> Know the factors of keeping healthy 	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and tooth brushing. 	
UNDERSTANDING THE WORLD (Leading into GEORGRPHY)	NO SPECIFIC ENHANCED PROVISION LEADING INTO GEOGRAPHY THIS HALF TERM		
UNDERSTANDING THE WORLD (Leading into HISTORY)	<ul style="list-style-type: none"> Knows they are members of a family. Knows family members grow and change. Knows adults are older than children. 	<ul style="list-style-type: none"> Demonstrates an awareness that they can do more for themselves now than when they were babies. Demonstrates an understanding that parents and grandparents are older than they are. 	Brothers, sisters, siblings, parents, grandparents, adult, babies.
UNDERSTANDING THE WORLD (Leading into COMPUTING)	<ul style="list-style-type: none"> To know that devices have controls which make them work. To know a digital device can simulate things which happen in real life. Know not to give out any information about themselves. Know that care need is needed when using technology. <p>(Wind-up toys, Pulleys, Sets of cogs with pegs and boards. Remote controlled toys, Bee bots, Making and playing games, Sock puppets, Everyday technology)</p>	<ul style="list-style-type: none"> To be able to explore how devices and things work Tell an adult if they see something on a digital device they don't like 	Bee-bot, technology, computer, tablet, white board, click search
EXPRESSIVE ART AND DESIGN (Leading into ART)	<p>(Painting focus)</p> <ul style="list-style-type: none"> Know that colours of paint can be experimented with. 	<ul style="list-style-type: none"> PD - paint and make marks. PD - Choose the right resources to carry out their own plan. PD - Use a comfortable grip with good control when holding pens and pencils. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD - Explore colour and colour mixing. 	mark making tools, sponges, different brushes,
EXPRESSIVE ART AND DESIGN (Leading into DT)	<ul style="list-style-type: none"> Know that materials can be joined using tools and techniques. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. EAD - Develop their own ideas and then decide which materials to use to express them. 	Stick, glue, tape, make, idea, build
EXPRESSIVE ART AND DESIGN (Leading into MUSIC)	<ul style="list-style-type: none"> To know ten nursery rhymes. Know that instruments can be played with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> Can they identify and distinguish environmental sounds? Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they say if they like or dislike a piece of music? 	Song, music, nursery rhyme, singing
PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)	SEE SCARF 'ME AND MY RELATIONSHIPS'		
UNDERSTANDING THE WORLD (Leading into RE)	See links within EYFS – Understanding the world Progressing into Unit F2 Which people are special and why?		
PHYSICAL DEVELOPMENT (Leading into PE)	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		

NURSERY – AUTUMN 2 – ALL ABOUT ME: CELEBRATIONS

	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
UNDERSTANDING THE WORLD (Leading into SCIENCE)	<ul style="list-style-type: none"> Know that observation is a key skill of a scientist. Know the names of some weather types and seasons. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Use their senses to explore the weather and seasonal change. Talk about what they see, using a wide vocabulary. 	
UNDERSTANDING THE WORLD (Leading into GEORGRPHY)	<ul style="list-style-type: none"> Knows that Stapleford is where we live. Knows our homes are part of a community 	<ul style="list-style-type: none"> M - Understands positional language M - Discusses routes and locations UW - Notices features of objects in the environment. UW - Asks questions about their familiar world, such as the place they live or the natural world. UW - Shows care and concern for living things and the environment. UW - Shows an interest in people and in different ways of living. 	Stapleford, home, house, live, community
UNDERSTANDING THE WORLD (Leading into HISTORY)	<ul style="list-style-type: none"> Knows items in our homes can be old or new. Knows there are days in the future and days we have had (past). 	<ul style="list-style-type: none"> Demonstrates a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new. Demonstrates some understanding of yesterday and tomorrow. 	Old, new. Yesterday, tomorrow, time.
UNDERSTANDING THE WORLD (Leading into COMPUTING)	<ul style="list-style-type: none"> To know that devices have controls which make them work. To know a digital device can simulate things which happen in real life. Know not to give out any information about themselves. Know that care need is needed when using technology. <p>(Wind-up toys, Pulleys, Sets of cogs with pegs and boards. Remote controlled toys, Bee bots, Making and playing games, Sock puppets, Everyday technology)</p>	<ul style="list-style-type: none"> To be able to explore how devices and things work Tell an adult if they see something on a digital device they don't like 	Bee-bot, technology, computer, tablet, white board, click search
EXPRESSIVE ART AND DESIGN (Leading into ART)	<p>(Drawing and 3D focus)</p> <ul style="list-style-type: none"> Know that there is a range of drawing media. Know that modelling materials can be shaped. Know that you can model art using playdough and clay 	<ul style="list-style-type: none"> PD - paint and make marks. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD - Develop their own ideas and then decide which materials to use to express them. EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details. PD - Use large-muscle movements to wave flags and streamers, PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Join different materials and explore different textures. PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD - Create collaboratively, sharing ideas, resources and skills 	pencil, stick, chalk, pastel, felt tip, explore, mark making, effects, material, observe, imagination, tools, control, fine motor experiment, clay, plasticine, dough, model,,
EXPRESSIVE ART AND DESIGN (Leading into DT)	<ul style="list-style-type: none"> Know that appropriate resources can be selected when designing. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	Scissors, snip, cut, safety

EXPRESSIVE ART AND DESIGN (Leading into MUSIC)	<ul style="list-style-type: none"> To know ten nursery rhymes. Know that instruments can be played with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> Can they identify and distinguish environmental sounds? Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they say if they like or dislike a piece of music? 	Song, music, nursery rhyme, singing
PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)	SEE SCARF ' RIGHTS AND RESPECT '		
UNDERSTANDING THE WORLD (Leading into RE)	See links within EYFS – Understanding the world Progressing into Unit F3 What places are special and why?		
PHYSICAL DEVELOPMENT (Leading into PE)	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		

NURSERY – SPRING 1 – RHYME TIME

	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
UNDERSTANDING THE WORLD (Leading into SCIENCE)	<ul style="list-style-type: none"> Know that questions can be asked to find answers Know that we can investigate different areas of science practically. Know that there are similarities and differences in relation to materials and objects. Know that some things feel warm and others feel cold. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Explore how things work. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. 	
UNDERSTANDING THE WORLD (Leading into GEORGRPHY)	<ul style="list-style-type: none"> Knows that there are other places in the world that may be different to where we live. Knows that there is land and sea and this can be shown on a map. 	<ul style="list-style-type: none"> UW - Talks about other places in the world, which may be different to where we live. M - Demonstrates some awareness of positional language with the help of gesture M - Understands positional language M - Uses positional language to describe an objects location or a familiar route. M - Discusses routes and locations 	World, different, town, countryside, seaside,
UNDERSTANDING THE WORLD (Leading into HISTORY)	<ul style="list-style-type: none"> Knows they are members of a family. Knows family members grow and change. Knows adults were children a long time ago. 	<ul style="list-style-type: none"> Notifies that there are children that are older than them and others that are younger. Demonstrates some awareness that their parents were children a long time ago. 	Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old.
UNDERSTANDING THE WORLD (Leading into COMPUTING)	<ul style="list-style-type: none"> To know that ICT may be used to communicate information electronically. To know Digital devices can present information in a variety of forms. <p>(Focus on Tablets, V tech resources)</p>	<ul style="list-style-type: none"> To be able to use a tablet to find something out 	Tablet, click, open, save, store
EXPRESSIVE ART AND DESIGN (Leading into ART)	<p>(Printing focus)</p> <ul style="list-style-type: none"> Know that you can make art with a range of different materials. 	<ul style="list-style-type: none"> PD - paint and make marks. PD - Choose the right resources to carry out their own plan. PD - Use a comfortable grip with good control when holding pens and pencils. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD - Develop their own ideas and then decide which materials to use to express them. 	experiment, printing, media, understand, techniques
EXPRESSIVE ART AND DESIGN (Leading into DT)	<ul style="list-style-type: none"> Know that products need to be strong. Know that some products move. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. EAD – Beginning to construct, stacking blocks vertically and horizontally, making enclosures, and creating spaces. EAD – Joining construction pieces together to build and balance. UW - Explore how things work. 	PVA glue, construct, build, idea,
EXPRESSIVE ART AND DESIGN (Leading into MUSIC)	<ul style="list-style-type: none"> Know the words to an entire song Know that instruments can be played with increasing control to express their feelings and ideas To know that you can listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Can they clap short rhythmic patterns? Can they experiment with creating sounds with different instruments? Can they use their voice to speak/sing/chant? Can they join in with singing? Can they begin to sequence sounds to create a rhythm or beat? 	fast, slow, loud, quiet,
PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)	SEE SCARF 'VALUING DIFFERENCES'		

UNDERSTANDING THE WORLD (Leading into RE)	See links within EYFS – Understanding the world Progressing into Unit F4 What times are special and why?
PHYSICAL DEVELOPMENT (Leading into PE)	<ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Use large-muscle movements to wave flags and streamers,• Start taking part in some group activities which they make up for themselves, or in teams.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Respond to what they have heard, expressing their thoughts and feelings.

NURSERY – SPRING 2 – TRADITIONAL TALES

	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
UNDERSTANDING THE WORLD (Leading into SCIENCE)	NO SPECIFIC ENHANCED PROVISION LEADING INTO SCIENCE THIS HALF TERM		
UNDERSTANDING THE WORLD (Leading into GEORGRPHY)	<ul style="list-style-type: none"> Know that people do different jobs 	<ul style="list-style-type: none"> UW - Shows interest in the lives of people who are familiar to them. 	Job, help, bricklayer, cook, shoemaker.
UNDERSTANDING THE WORLD (Leading into HISTORY)	<ul style="list-style-type: none"> Knows equipment people use can be new or old. Knows there are days of the week, yesterday, tomorrow and last week. 	<ul style="list-style-type: none"> Shows some understanding of terms like new and old. Demonstrates some understanding of yesterday, last week and last term. 	Old and new. Days of the week, yesterday, tomorrow, last week, last term.
UNDERSTANDING THE WORLD (Leading into COMPUTING)	<ul style="list-style-type: none"> To know that ICT may be used to communicate information electronically. To know Digital devices can present information in a variety of forms. (Focus on Tablets, V tech resources)	<ul style="list-style-type: none"> To be able to use a tablet to find something out 	Tablet, click, open, save, store
EXPRESSIVE ART AND DESIGN (Leading into ART)	(Drawing and Textile focus) <ul style="list-style-type: none"> Know that different drawing media have different mark making potentials. Know that you can make art with a range of different materials. To know that different textiles can be combined to make artwork 	<ul style="list-style-type: none"> PD - paint and make marks. PD - Choose the right resources to carry out their own plan. PD - Use a comfortable grip with good control when holding pens and pencils. EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. EAD - Use drawing to represent ideas like movement or loud noises. EAD - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	thick, thin, wavy, straight, Image, draw, paint, material, join, practise, threading, stitches, understand, decorate
EXPRESSIVE ART AND DESIGN (Leading into DT)	<ul style="list-style-type: none"> Know that work can be adapted or improved if necessary. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	Adapt, improve, plan, design
EXPRESSIVE ART AND DESIGN (Leading into MUSIC)	<ul style="list-style-type: none"> Know the words to an entire song Know that instruments can be played with increasing control to express their feelings and ideas To know that you can listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Can they clap short rhythmic patterns? Can they experiment with creating sounds with different instruments? Can they use their voice to speak/sing/chant? Can they join in with singing? Can they begin to sequence sounds to create a rhythm or beat? 	fast, slow, loud, quiet,
PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)	SEE SCARF 'BEING MY BEST'		
UNDERSTANDING THE WORLD (Leading into RE)	See links within EYFS – Understanding the world Progressing into Unit F1 Which stories are special and why?		
PHYSICAL DEVELOPMENT (Leading into PE)	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Respond to what they have heard, expressing their thoughts and feelings. 		

NURSERY – SUMMER 1 – CIRCLE OF LIFE

	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
UNDERSTANDING THE WORLD (Leading into SCIENCE)	<ul style="list-style-type: none"> Know that questions can be asked to find answers. Know that observation is a key skill of a scientist. Know that we can investigate different areas of science practically. Know that changes occur when animals grow. Know that plants change as they grow. Know that living things have similarities and differences. 	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	
UNDERSTANDING THE WORLD (Leading into GEORGRPHY)	NO SPECIFIC ENHANCED PROVISION LEADING INTO GEOGRAPHY THIS HALF TERM		
UNDERSTANDING THE WORLD (Leading into HISTORY)	<ul style="list-style-type: none"> Knows they are members of a family which usually has siblings. Knows family members grow and change and even grandparents were children once. 	<ul style="list-style-type: none"> Recognises that they may have siblings that are older than them and that they may be older than a younger sibling. Shows some understanding that grandparents and great grandparents were children a very, very long time ago. 	Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old, growing and changing.
UNDERSTANDING THE WORLD (Leading into COMPUTING)	<ul style="list-style-type: none"> To know that the internet may be used to find things out. To know that information may be stored and sorted using a computer. To know that information may be stored on digital devices. (Tablets, V tech resources, Interactive white boards)	<ul style="list-style-type: none"> To be able to explore different internet sites To get information from a digital device 	Internet, safe, search, store, digital
EXPRESSIVE ART AND DESIGN (Leading into ART)	(Painting and ITR – tablet IWB focus) <ul style="list-style-type: none"> Know the names of colours. Know that you can make art with a range of different materials. 	<ul style="list-style-type: none"> EAD - Develop their own ideas and then decide which materials to use to express them. EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. EAD - Draw with increasing complexity and detail, such as representing a face with a circle and including details. EAD - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. EAD - Explore colour and colour mixing. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	mark making tools, sponges, different brushes, fabric, cotton wool, paper, cut,
EXPRESSIVE ART AND DESIGN (Leading into DT)	<ul style="list-style-type: none"> Know that fabrics can be joined using tools and techniques. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> Material, hole punch, stapler
EXPRESSIVE ART AND DESIGN (Leading into MUSIC)	<ul style="list-style-type: none"> Know to sing the same pitch of a tone sung by another person (‘pitch match’). Know the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> Can they perform a rhythm? Can they repeat (short rhythmic and melodic) patterns? Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) Can they begin to express how music makes them feel? Can they identify reasons why they like some music more than others? 	high, low,
PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)	SEE SCARF ‘KEEPING SAFE’		
UNDERSTANDING THE WORLD (Leading into RE)	See links within EYFS – Understanding the world Progressing into Unit F6 Our wonderful world: how can we care for living things and the earth?		

PHYSICAL DEVELOPMENT
(Leading into PE)

- Do not always need an adult to remind them of a rule.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

NURSERY – SUMMER 2 – SUMMERTIME

	Knowledge Nursery	Skills Nursery	Vocabulary Nursery
UNDERSTANDING THE WORLD (Leading into SCIENCE)	NO SPECIFIC ENHANCED PROVISION LEADING INTO SCIENCE THIS HALF TERM		
UNDERSTANDING THE WORLD (Leading into GEORGRPHY)	<ul style="list-style-type: none"> • Know that there is a place next to the sea called the seaside • Knows that there are different types of weather. • Knows that there is land and sea and this can be shown on a map. 	<ul style="list-style-type: none"> • M - Understands positional language • M - Discusses routes and locations • M - Demonstrates some awareness of positional language with the help of gesture • M - Uses positional language to describe an objects location or a familiar route. 	Seaside, Skegness, beach, sea, coast, weather, snow, rain, sun,
UNDERSTANDING THE WORLD (Leading into HISTORY)	<ul style="list-style-type: none"> • Knows we have new items and old items at school. • Knows we have days and weeks and months and can talk about them. 	<ul style="list-style-type: none"> • Appreciates that certain artefacts and resources are old and have been used before. • Beginning to have an understanding of terms like, yesterday, last week and last year. 	Old and new items. Days of the week, yesterday, tomorrow, last week, last term.
UNDERSTANDING THE WORLD (Leading into COMPUTING)	<ul style="list-style-type: none"> • To know that the internet may be used to find things out. • To know that information may be stored and sorted using a computer. • To know that information may be stored on digital devices. (Tablets, V tech resources, Interactive white boards)	<ul style="list-style-type: none"> • To be able to explore different internet sites • To get information from a digital device 	Internet, safe, search, store, digital
EXPRESSIVE ART AND DESIGN (Leading into ART)	(Collage and Famous artist -Henri Matisse the snail) <ul style="list-style-type: none"> • Know that you can make art with a range of different materials. • Know that art exists all around us. 	<ul style="list-style-type: none"> • PD - Choose the right resources to carry out their own plan. • PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. • EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. • EAD - Develop their own ideas and then decide which materials to use to express them. • EAD - Join different materials and explore different textures. 	experiment, media, understand, glue, sticking, paper, fabric, materials, effects, observe, imagination, art, Design, drawing,
EXPRESSIVE ART AND DESIGN (Leading into DT)	<ul style="list-style-type: none"> • Know that eating well contributes to good health. • Know that ingredients can be stirred, mixed and poured. 	<ul style="list-style-type: none"> • PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • PD - Choose the right resources to carry out their own plan. • PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. • EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. • EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • UW - Explore how things work. 	Fruit, vegetable, flour, sugar, butter, margarine, weigh, spoon, mix, cut, knife
EXPRESSIVE ART AND DESIGN (Leading into MUSIC)	<ul style="list-style-type: none"> • Know to sing the same pitch of a tone sung by another person ('pitch match'). • Know the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> • Can they perform a rhythm? • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel? • Can they identify reasons why they like some music more than others? 	high, low,
PERSONAL AND SOCIAL DEVELOPMENT (Leading into PSHE)	SEE SCARF 'GROWING AND CHANGING'		
UNDERSTANDING THE WORLD (Leading into RE)	See links within EYFS – Understanding the world Progressing into Unit F5 Belonging: who are we and how do we belong?		

PHYSICAL DEVELOPMENT
(Leading into PE)

- Do not always need an adult to remind them of a rule.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.