

F1 Overview (SUBJECT TO CHILD'S INTEREST BEING OBSERVED)

<p>Block 1 Topic: Marvellous Me! Book/Author: Monkey Puzzle, Its My Turn, Elmer, The Rainbow Fish, Just the way you Are. Enrichment: Create a whole group 'Mystery Photograph Gallery'. Chn and staff to bring in photographs of when they were babies. Can the chn describe features and guess who each photograph is of? Are some photographs black and white? Why? British Values Focus: The Rule of Law GARP: Differences between people and families. Multi-cultural toys in areas of provision. SCARF/SMSC: Me and My Relationships R.E: Christianity – What is Christianity French: Simple greetings and words to reflect good manners.</p>	<p>Block 2 Topic: Changing Seasons/Let's Celebrate Book/Author: Room on the Broom Stickman, One Snowy Night, Lost in the Snow, The First Christmas, The Dinosaur That Pooped a Planet, Autumn. Enrichment: Investigate the environment on an autumn walk. Nativity, Christmas Party Children in Need. British Values Focus: Mutual Respect GARP: Exploring Culture SCARF/SMSC: Growing and Changing Christianity - Christmas French: Simple greetings and words to reflect good manners.</p>	<p>Block 3 Topic: Excellent Explorers Book/Author: The Train Ride, Grandpa's Magic Slippers, We all went on Safari, How to Catch a Star, Lost and Found. Enrichment: Be an Excellent Explorer using 'explorer's equipment' around the school grounds. British Values Focus: Tolerance GARP: Exploring adult role models. SCARF/SMSC: Keeping Myself Safe R.E: What is a celebration? French: Simple greetings and words to reflect good manners.</p>
<p>Block 4 Topic: Amazing Animals Book/Author: The Very Hungry Caterpillar, The Teeny Weeny Tadpole, A Seed in Need, Jack and the Beanstalk. Enrichment: White Post Farm to visit school British Values Focus: Individual Liberty GARP: Famous naturalists past and present male and female. SCARF/SMSC: Valuing Difference R.E Christianity- Easter French: Simple greetings and words to reflect good manners.</p>	<p>Block 5 Topic: Magic and Monsters Book/Author: Into The Castle, Super worm, Super Kid, Sir Scallywag and the Golden Underpants, What's inside the Witches Kitchen. Enrichment: Superhero day. Dress as a superhero- link to Garp. What can you do big or small? British Values Focus: Democracy GARP: Everyone can be a hero. SCARF/SMSC: Rights and responsibilities R.E: How to be a good friend. What can we do to make someone happy? French: Simple greetings and words to reflect good manners.</p>	<p>Block 6 Oh I do like to be beside the Seaside! Topic: Book/Author: Commotion in the Ocean, Seaside Poems, Snail and the Whale The Rainbow Fish. Enrichment: Life's a beach. Beach area outside –sand water over pebbles. Describe the different textures under their bare feet. British Values Focus: Equality GARP: Equality and changes through time. SCARF/SMSC: Being My Best R E: Individualism. What makes a place special to someone? French: Simple greetings and words to reflect good manners.</p>

Communication and Language		
Block 1: Marvellous Me!	Block 2: Changing Seasons/Let's Celebrate	Block 3: Excellent Explorers
<p><u>Listening, Attention and Understanding</u> (LEAPS): I can listen to other people with interest but can be easily distracted by other things. I can watch someone's face as they talk. I can concentrate for a longer period of time – 3 minutes. I can focus on the person who is talking in a calm environment. I can listen to simple stories with the help of picture clues. I can join in with rhymes and songs by making sounds and moving my body. I can join in with familiar rhymes and stories. I can respond to very simple requests especially when shown by an adult. I can match objects to names and will bring a favourite toy when asked. I will respond to my name and will change activity when encouraged by adults. I can begin to listen to stories and join in with with familiar refrains.I can listen to songs with repetition and start to join in. I can understand simple questions with one or two information carrying words eg where's teddy? <u>Speaking</u> (LEAPS) I can interact using my voice. I can begin to describe events. I can begin to describe in the present tense when something is happening.</p>	<p><u>Listening, Attention and Understanding</u> (LEAPS): I can concentrate for a longer period of time – 3 minutes I can switch attention when given a clear prompt.eg stops and listens. I am able to turn my head and focus on adults and friends as they speak and play responding to comments. I can focus on adults as they read or sing repeating sound or movement. I can understand simple questions with one or two information carrying words eg where's teddy? I can listen and respond to simple instructions. I can respond to adults making sounds or moving their bodies eg clapping to stop activities. I can understand or act on longer sentences to make teddy jump or find your coat. <u>Speaking</u> (LEAPS) I can begin to pronounce some phonemes correctly. I can look at someone when they are speaking to me. I can begin to raise my hand to speak during carpet sessions. I can learn songs as a whole class to present to others. I can begin to describe events. I can use simple language to create a story in imaginative play. Vocabulary:</p>	<p><u>Listening, Attention and Understanding</u> (LEAPS): I can show an interest in others and events. I can listen to simple stories and understand what is happening with the help of pictures. I can focus on adults as they read or sing repeating sound or movement. I can follow a story with props or pictures. I can understand very simple questions about who what and where but generally not why. I can understand or act on longer sentences to make teddy jump or find your coat. I can listen to and follow simple directions. I can concentrate for longer periods of time eg 6 minutes. I can follow a story with props or pictures. I can respond to two requests with space in between them. I can listen to and follow simple directions. <u>Speaking</u> (LEAPS) I have confidence to express myself using my voice. I can contribute to group discussions sometimes with support. I can listen to and talk about selected non fiction to develop some familiarity with new knowledge and vocabulary. I can use observations in my speech to give simple details. Vocabulary:</p>

<p>I can sometimes greet adults in the setting politely (Including looking at them). I can use my manners when speaking to adults in the classroom sometimes with reminders from adults. I can learn rhymes and poems in small groups. I can learn rhymes poems and songs. I can begin to describe events. I can use simple language to create a story in imaginative play.</p> <p>Vocabulary: Family brother sister baby walk crawl sleep eat birthday age head arm nose eyes ears legs fingers feet house rooms Clifton school friends teacher happy sad rules same different Diwali Rama Sita light rangoli diva why what where when how can please excuse me thank you I wonder what, what if, can you tell me.</p>	<p>Celebrate celebration bonfire firework danger Halloween pumpkin trick treat remember poppy soldier ward harvest growing farmer field vegetables crops Christmas Jesus Mary Joseph nativity donkey tree tinsel bauble winter cold frosty snow ice freeze melt. why what where when how can please excuse me thank you I wonder what, what if, can you tell me.</p>	<p>Explorer map binoculars bag food drink camera notebook pen car plane lorry van train bicycle walk land sea air travel road pavement track helmet seatbelt jungles forest mountains space Mum love Chinese New Year good-luck gold red firework experiment investigate. why what where when how can please excuse me thank you I wonder what, what if, can you tell me.</p>
<p>Block 4: Amazing Animals</p>	<p>Block 5: Magic and Monsters</p>	<p>Block 6: Oh I do like to be beside the seaside!</p>
<p><u>Listening, Attention and Understanding</u> (LEAPS): I can concentrate for longer periods of time eg 6 minutes. I can follow a story with props or pictures. I can respond to two requests with space in between them. I can listen to and follow simple directions.</p> <p><u>Speaking</u> (LEAPS) I can sometimes take on different roles in my play. I can begin to show attention and recall at story time. I can speak at an appropriate volume. I can wait my turn when an adult is speaking to someone else in the environment sometimes with support. I can begin to show attention and recall at story time.</p>	<p><u>Listening, Attention and Understanding</u> (LEAPS) I am beginning to use characters and actions from stories and rhymes in my play. I can understand questions that may be more abstract eg where is the bear going? I am increasing my vocabulary to match my language rich environment. I can understand a question that has two parts such as ‘get your coat and wait at the door’, but may need help carrying out the instruction.</p> <p><u>Speaking</u> (LEAPS): I can explore some new vocabulary sounds and intonation.</p>	<p><u>Listening, Attention and Understanding</u> (LEAPS) I enjoy listening to longer stories and can remember much of what happens. I can understand why questions like why did the caterpillar get so big? I can understand a question that has two parts such as ‘get your coat and wait at the door’, but may need help carrying out the instruction.</p> <p><u>Speaking</u> (LEAPS): I can start to develop social phrases eg good morning how are you? I can begin to show attention and recall at story time. I can listen to and talk about selected non fiction to develop some familiarity with new knowledge and vocabulary.</p>

<p>I can listen to and begin to talk about stories to build familiarity and understanding. I can listen to and talk about selected non-fiction to develop some familiarity with new knowledge and vocabulary. I can begin to use words to organise and sequence events. I can explore the meaning of new vocabulary taken from topics stories and non-fiction texts. I can begin to use new vocabulary /phrases in play and communication throughout the day.</p> <p>Vocabulary: Animals (names) habitat care for food drink water warmth cold fur skin hair life cycle change metamorphise grow egg caterpillar butterfly tadpole frog cocoon frogspawn seed soil sun warmth. why what where when how can please excuse me thank you I wonder what, what if, can you tell me.</p>	<p>I can use my manners when speaking to peers and other adults in the school environment sometimes with reminders from staff. I can begin to retell stories in my play. I can begin to act out familiar stories in my play. I can begin to show attention and recall at story time. I can listen to and begin to talk about stories to build familiarity and understanding. I can explain something using simple sentences begin to order say what happened and what might happen. I can articulate my ideas and thoughts in more complex sentences. I can explore the meaning of new vocabulary taken from topics stories and non-fiction texts. I can begin to use new vocabulary /phrases in play and communication throughout the day.</p> <p>Vocabulary: Wizard witch fairy superhero castle dragon prince princess rhyme beginning middle end character setting story book cover ages print front back Wesak Buddhist colours. why what where when how can please excuse me thank you I wonder what, what if, can you tell me.</p>	<p>I can articulate my ideas and thoughts in more complex sentences I can explore the meaning of new vocabulary taken from topics stories and non-fiction texts. I can begin to use new vocabulary /phrases in play and communication throughout the day.</p> <p>Vocabulary: Seaside past present sun hot safety lotion tee shirt hat water drink sun cream same different old new stranger danger Ramadan. why what where when how can please excuse me thank you I wonder what, what if, can you tell me remember story character first next beginning end..</p>
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PSED		
Block 1:	Block 2:	Block 3:
<p><u>Self-Regulation</u> (LEAPS): I know that there are boundaries in school. I can follow a simple instruction. I can follow the routine of the setting with some support. I can identify problems and seek assistance from familiar adults (may not always be able to articulate request). I am becoming more aware of myself as an individual. I can demonstrate a sense of self as an individual, e.g. want to do things independently or says 'No' to adults. I can find ways to calm myself through being calmed and comforted by a familiar adult. I can ask adults for help. I am becoming aware of other people around me, e.g. names other pupils in the setting. I can explore new toys and environments but check in regularly with a familiar adult as and when needed. I can select and use resources with support. I can select and use activities and resources, with help when needed. I am beginning to be aware of the range of activities and exploring those available. I may flit between several different play activities without staying at one for any length of time. I can follow the routine of the setting with support. I am able to show a small amount of control eg waiting my turn resisting the impulse to grab.</p> <p><u>Managing Self</u> (LEAPS):</p>	<p><u>Self-Regulation</u> (LEAPS): I can follow the routine of the setting with little support. I am able to show a small amount of control, e.g. waiting for my turn and resisting the impulse to grab what I want with support from an adult. I recognise emotional outbursts although cannot yet fully control them. I can ask adults for help. I can talk about my feelings using words like 'happy' or 'sad'. I understand the use of resources for a particular task. I can select and use activities and resources, independently. I can join in a range of activities that interest me for a longer period of time. I will talk to other pupils when playing together.</p> <p><u>Managing Self</u> (LEAPS): I can show confidence in social situations. I can usually adapt my behaviour to different events, social situations and changes in routine. I can be distracted by my peers when I am upset. I can begin to follow the rules of a classroom with reminders from adults. I can follow the rules of the setting with occasional reminders from adults. I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p><u>Self-Regulation</u> (LEAPS): I can confidently talk to other pupils when playing together and will communicate freely about what I am doing. I can develop my sense of responsibility for my own things.</p> <p><u>Managing Self</u> (LEAPS): I can usually adapt my behaviour to different events, social situations and changes in routine. I am becoming more outgoing towards unfamiliar people and more confident in new social situations. I am beginning to be able to distract myself when I am upset, e.g. by engaging in new activity. I can follow the rules of the setting without reminders from adults. I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><u>Building Relationships</u> (LEAPS): I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can explore my emotions beyond my normal range through play and stories. I can seek out others to share experiences.</p>

I can separate from my main carer with support and encouragement from a familiar adult.
 I can seek comfort from familiar adults, when needed.
 I can ask adults for help.
 I can use a familiar toy or object to seek comfort.
 I can be distracted by familiar adults when I am upset.
 I am aware that there are rules in the classroom.
 I can begin to follow the rules of a classroom with reminders from adults.
 I have a simple understanding of why we have rules.
 I can select and use activities and resources, with help when needed.
 I understand why rules are important.
 I can begin to follow rules of the classroom with reminders from adults.

Building Relationships

(LEAPS):

I can use a familiar adult as a secure base from which to explore independently in new environments.
 I can play with a familiar adult.
 I can play with others, with a familiar adult present.
 I can sometimes parallel play alongside others (with support from familiar adult).
 I am becoming aware of the surrounding environment.
 I know to go to a familiar adult for reassurance when I feel certain emotions.
 I can identify a familiar adult to respond to.
 I am becoming aware of emotions display by an adult, e.g. change of voice tone and non-verbal cues.
 I can respond to the emotions of adults in the setting. I can identify a familiar adult to respond to.
 I can begin to listen to and respond to adults.

Vocabulary:

Building Relationships

(LEAPS):

I can join in with the play of others.
 I can initiate play, offering cues to peers to join in.
 I can keep play going by responding to what others are saying or doing.
 I can play alongside others.
 I can play with one other child.
 I can start to engage in pretend play with toys.
 I can show affection and concern for people who are special to me.
 I can form a special relationship with another child.
 I am aware of how to display friendly/positive behaviour.
 I am becoming aware of simple emotions.
 I can show an awareness of other pupils in the setting.

Vocabulary:

Choose play toys jobs activities tidy clean put away visit adult friend talk friends share join in plan help kind right thing rules school important why calm breaths feeling happy sad worried scared angry.

I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults.
 I can begin to identify my own emotions.
 I can show an awareness of the emotions of other pupils in the setting.

Vocabulary:

Choose play toys jobs activities tidy clean put away visit adult friend talk friends share join in plan help kind right thing rules school important why calm breaths feeling happy sad worried scared angry.

<p>Choose play toys jobs activities tidy clean put away visit adult friend talk friends share join in plan help kind right thing rules school important why calm breaths feeling happy sad worried scared angry.</p>		
<p>Block 4:</p>	<p>Block 5:</p>	<p>Block 6:</p>
<p><u>Self- Regulation</u> (LEAPS):</p> <p><u>Managing Self</u> (LEAPS): I am becoming more outgoing towards unfamiliar people and more confident in new social situations. I am beginning to be able to distract myself when I am upset, e.g. by engaging in new activity.</p> <p><u>Building Relationships</u> Statements (LEAPS): I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I can begin to identify my own emotions. I can show an awareness of the emotions of other pupils in the setting</p> <p>Vocabulary: Choose play toys jobs activities tidy clean put away visit adult friend talk friends share join in plan help kind right thing rules school important why calm breaths feeling happy sad worried scared angry.</p>	<p><u>Self- Regulation</u> (LEAPS):</p> <p><u>Managing Self</u> (LEAPS): I am able to comfort myself when I am upset.</p> <p><u>Building Relationships</u> (LEAPS): I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can play in a group, extending and elaborating play. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I am becoming less adult-reliant on dealing with my emotions.</p> <p>Vocabulary: Choose play toys jobs activities tidy clean put away visit adult friend talk friends share join in plan help kind right thing rules school important why calm breaths feeling happy sad worried scared angry.</p>	<p><u>Self- Regulation</u> (LEAPS):</p> <p><u>Managing Self</u> (LEAPS):</p> <p><u>Building Relationships</u> (LEAPS) I can play with one or more other pupils, extending and elaborating play ideas. I can keep play going, offering cues to peers to join in. I can play in a group, extending and elaborating play. I can demonstrate friendly behaviour, initiating conversations and forming relationships with peers and other familiar adults. I am becoming less adult-reliant on dealing with my emotions.</p> <p>Vocabulary: Choose play toys jobs activities tidy clean put away visit adult friend talk friends share join in plan help kind right thing rules school important why calm breaths feeling happy sad worried scared angry.</p>

Physical Development

Block 1:	Block 2:	Block 3:
<p>Gross Motor Skills: (LEAPS): I can match my developing and physical skills to tasks and activities in the setting. I am beginning to use large –muscle movements in my play (e.g. waving a flag) I am starting to show a preference for a dominant hand when eating and can accurately aim for my mouth. I can show some balance and control on a secure tool (e.g. on a tricycle) I can show balance and control on two feet and when controlling my body. (e.g. understanding of how to walk up and down stairs.) I can stop confidently when moving around the environment.</p> <p>Fine Motor Skills: (LEAPS): I understand that wrist movement is needed when using crayons brushes or chinks. I can apply marks to larger pieces of paper lines circles left right up down. I can pick up resources using whole hand grasp. I understand that equipment and tools must be used safely. <u>Cylindrical grasp</u> I understand that a grasp is needed to hold resources. I am beginning to apply meaning to marks I make with prompts from adults. I am beginning to understand how to manipulate objects by rolling or squeezing them e.g. dough.</p>	<p>Gross Motor Skills: (LEAPS): I can stop confidently when moving around the environment. I am developing my hand-eye coordination (e.g. kicking a large ball into an open space) I can show increasing balance and control (e.g. squatting on two feet and holding a pose when playing games) I can choose and use the right resources to carry out my own plan. (e.g. choosing a spade when digging)</p> <p>Fine Motor Skills: (LEAPS): I understand that wrist movement is needed when using crayons, brushes, or chinks. I can apply marks to larger pieces of paper. (e.g. lines or circular movements from left to right, up or down.) I am beginning to apply meaning to marks I make with prompts from adults. I am beginning to understand how to manipulate objects by rolling or squeezing them (e.g. using playdough) <u>Digital grasp</u> I am beginning to use the digital grasp when making marks. (maybe using all five fingers) I can show preference for a dominant hand.</p> <p>Vocabulary: Run walk crawl pedal slither slide up down walk run skip hop stand one leg large motor movements rhythm follow lead copy brush teeth toilet wash hands dry healthy food drinks</p>	<p>Gross Motor Skills: (LEAPS): I am beginning to understand how directions like “over” and “under” affect my movement. I understand how to jump up and down and move in different ways. I can use hand-eye coordination to be increasingly independent in meeting my own needs (e.g. putting on my own coat) I am developing my hand-eye coordination by beginning to use one-handed tools (e.g. making snips in paper) I can show increasing balance and control (climbing up apparatus/ using alternative feet)</p> <p>Fine Motor Skills: (LEAPS): I am beginning to use directional and symbolic mark making when drawing. I can usually manage to wash and dry my hands. I can use a comfortable grip with control when using resources. I can manipulate a range of materials or textures. I can manipulate, roll and change materials. (e.g. using playdough) I am becoming increasingly independent when getting myself dressed.</p> <p>Vocabulary: Run walk crawl pedal slither slide up down walk run skip hop stand one leg large motor movements</p>

Awesome Memories

Discovery

Friendship

Inspiration

Success

Happiness

<p>Vocabulary: Run walk crawl pedal slither slide up down walk run skip hop stand one leg large motor movements rhythm follow lead copy brush teeth toilet wash hands dry healthy food drinks</p>		<p>rhythm follow lead copy brush teeth toilet wash hands dry healthy food drinks</p>
<p>Block 4:</p>	<p>Block 5:</p>	<p>Block 6:</p>
<p>Gross Motor Skills: (LEAPS): I understand how to adjust speed or direction when playing games. I can collaborate with others to manage large items (e.g moving a long plank safely)</p> <p>Fine Motor Skills (LEAPS): I can manipulate, roll and change materials. (e.g. using playdough) I am becoming increasingly independent when getting myself dressed.</p> <p>Vocabulary: Run walk crawl pedal slither slide up down walk run skip hop stand one leg large motor movements rhythm follow lead copy brush teeth toilet wash hands dry healthy food drinks</p>	<p>Gross Motor Skills: (LEAPS): I can run skilfully, adjusting speed or direction to avoid obstacles. I can collaborate with others to manage large items (e.g moving a long plank safely)</p> <p>Fine Motor Skills: (LEAPS): I am becoming increasingly independent when I get dressed and undressed (e.g. putting on my coat/ doing up zips with some help) I can start to eat independently and am learning to use a knife and fork.</p> <p>Vocabulary: Run walk crawl pedal slither slide up down walk run skip hop stand one leg large motor movements rhythm follow lead copy brush teeth toilet wash hands dry healthy food drinks</p>	<p>Gross Motor Skills: (LEAPS): I can run skilfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor Skills: (LEAPS): I am becoming increasingly independent when I get dressed and undressed (e.g. putting on my coat/ doing up zips with some help) I can start to eat independently and am learning to use a knife and fork.</p> <p>Vocabulary: Run walk crawl pedal slither slide up down walk run skip hop stand one leg large motor movements rhythm follow lead copy brush teeth toilet wash hands dry healthy food drinks</p>

Literacy		
Block 1:	Block 2:	Block 3:
<p><u>Comprehension</u> (LEAPS): I can seek out my favourite books to share with an adult, another child or to look at alone. I can pay attention and respond to pictures or words in a book. I can begin to identify a character from a story I know well. I can identify symbols in the environment and say what they mean. I can create or copy voice sounds. (ph).</p> <p><u>Word Reading</u> (LEAPS): I can identify environmental sounds and copy and repeat some.</p> <p><u>Writing</u> (LEAPS): I can use large threading equipment with support. I can use a five finger grasp. I can scribble starting at any point on a page. I enjoy drawing freely. I can tell an adult what I have drawn or painted. I can make marks on my picture to represent my name or something specific.</p> <p>Vocabulary: Read book print meaning left right top bottom book features rhyme syllables initial sound writing name pencils crayons chalks pens letters up down round back flick hands fingers.</p>	<p><u>Comprehension</u> (LEAPS): I can pay attention and respond to the pictures or words in a book. I can fill in missing words from well-known rhymes. I understand the names of the different parts of a book. I understand that print has meaning. I understand that we read English text from top to bottom left to right.</p> <p><u>Word Reading</u> (LEAPS): I can identify symbols in the environment and say what they mean. I can identify instrumental sounds and copy and repeat some. I can say some words in songs and rhymes. I can explore different ways to make sounds with my body and repeat patterns. I can create or copy voice sounds.,</p> <p><u>Writing</u> (LEAPS): I can scribble starting at any point on a page. I enjoy drawing freely. I can tell an adult about what I have drawn or painted. I can tell an adult some simple fact about a story. I can make marks on my picture to represent my name or something specific.</p> <p>Vocabulary: Read book print meaning left right top bottom book features rhyme syllables initial sound writing name pencils crayons chalks pens letters up down round back flick hands fingers.</p>	<p><u>Comprehension</u> (LEAPS): I can pay attention and respond to the pictures or words in a book. I understand that print has meaning. I understand that we read English text from top to bottom left to right. I understand that print has different purposes.</p> <p><u>Word Reading</u> (LEAPS): I can hear initial sound phonemes. I can recognise my first name. I can sing songs and say rhymes independently for example singing whilst playing. I can identify and suggest rhymes. I can copy alliteration tongue twisters. I can recognise words with the same initial sounds – mum mouse money. I can orally segment and blend words.</p> <p><u>Writing</u> (LEAPS): I can copy over circles and spirals with increasing accuracy. I can copy over lines and diagonals with increasing accuracy. I can copy over wobbly jellies and zig zag lines. I can copy over loopies and wavy lines. I can tell an adult some simple facts about a story.</p> <p>Vocabulary: Read book print meaning left right top bottom book features rhyme syllables initial sound writing name pencils crayons chalks pens letters up down round back flick hands fingers.</p>
Block 4:	Block 5:	Block 6:

<p><u>Comprehension</u> (LEAPS): I can pay attention and respond to the pictures or words in a book. I can notice some print such as the first letter of my name door number or logo. I can begin to identify the key events in a story that I know well. I can make simple suggestions about what might happen next.</p> <p><u>Word Reading</u> (LEAPS): I can hear middle sound phonemes I can hear end sound phonemes. I can count or clap syllables in a word. I can orally segment and blend words. I can recognise words with the same initial sounds – mum mouse money.</p> <p><u>Writing</u> (LEAPS): I can make marks on my picture to represent my name or something specific. I can say an appropriate word to complete a sentences that is said out loud.</p> <p>Vocabulary: Read book print meaning left right top bottom book features rhyme syllables initial sound writing name pencils crayons chinks pens letters up down round back flick hands fingers.</p>	<p><u>Comprehension</u> (LEAPS): I can pay attention and respond to the pictures or words in a book I can begin to identify the main character in a story that I know well. I can begin to identify the key events in a story that I know well. I can make simple suggestions about what might happen next.</p> <p><u>Word Reading</u> (LEAPS): I can hear middle sound phonemes I can hear end sound phonemes. I can recognise my full name. I can read 10 words of some importance eg mum dad cat do go I to the a like my. I can orally segment and blend words. I can recognise words with the same initial sounds – mum mouse money.</p> <p><u>Writing</u> (LEAPS): I can make marks moving from left to right on the page. I can write some of my name correctly. I can write some letters correctly. I can use some of my print and letter knowledge in my writing eg writing a pretend shopping list that starts at the top of the page writing m for mummy. I can say a clause to complete a sentence that is said out loud.</p> <p>Vocabulary Read book print meaning left right top bottom book features rhyme syllables initial sound writing name</p>	<p><u>Comprehension</u> (LEAPS): I can pay attention and respond to the pictures or words in a book. I can engage in extended conversations about stories learning new vocabulary.</p> <p><u>Word Reading</u> (LEAPS): I can hear middle sound phonemes I can hear end sound phonemes. I can recognise my full name. I can read 10 words of some importance eg mum dad cat do go I to the a like my. I can use alliteration phrases in my play eg sizzling sausages, chunky chips. I can orally segment and blend words. I can recognise words with the same initial sounds – mum mouse money.</p> <p><u>Writing</u> (LEAPS): I can write all of my name correctly. I can write some letters correctly. I can use some of my print and letter knowledge in my writing eg writing a pretend shopping list that starts at the top of the page writing m for mummy. I can say a clause to complete a sentence that is said out loud.</p> <p>Vocabulary: Read book print meaning left right top bottom book features rhyme syllables initial sound writing name pencils crayons chinks pens letters up down round back flick hands fingers.</p>
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Awesome Memories Discovery Friendship Inspiration Success Happiness

	pencils crayons chaks pens letters up down round back flick hands fingers.	
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Mathematics

Mathematics		
Block 1:	Block 2:	Block 3:
<p>Number (LEAPS): I can display counting like behaviour such as making sounds, pointing or saying some number names in sequence. I can recite some number names in sequence. I can count verbally as far as I can go.</p> <p>Vocabulary: Count numbers recognise order forwards backwards how many altogether set fingers match objects more than fewer than enough many circle square rectangles triangles cuboids sides corners straight flat round position off down under over next to in front behind route size length weight capacity larger smaller exactly bigger smaller make route size length weight capacity larger smaller exactly bigger smaller make</p> <p>Number Pattern (LEAPS): I can count in everyday contexts sometimes skipping numbers. I can take part in finger rhymes with numbers. I can complete inset puzzles I can sort objects using one simple criteria. I can count verbally as far as I can go. I can compare amounts.</p> <p>Vocabulary: Pattern stripes pointy spotty blobs repeating movement clap stamp stomp mistake sequence real fictional first then next after that morning day time night time afternoon evening earlier later too late too early days of the week today tomorrow</p>	<p>Number (LEAPS): I can show 'finger numbers' up to 5. I can explore objects in different groups and combine these groups. I can recite some number names in sequence. I can link numerals and amounts. I can recognise numerals to 5 and start to link then to amounts up to 5 and maybe beyond.</p> <p>Vocabulary: Count numbers recognise order forwards backwards how many altogether set fingers match objects more than fewer than enough many circle square rectangles triangles cuboids sides corners straight flat round position off down under over next to in front behind route size length weight capacity larger smaller exactly bigger smaller make route size length weight capacity larger smaller exactly bigger smaller make</p> <p>Number Pattern (LEAPS): I enjoy counting verbally as far as I can go. I notice simple patterns and arrange things in patterns. I can join in with simple patterns in sounds games stories dance movement predictions and what comes next.</p> <p>Vocabulary: Pattern stripes pointy spotty blobs repeating movement clap stamp stomp mistake sequence real fictional first then next after that morning day time night time afternoon evening earlier later too late too early days of the week today tomorrow</p> <p>Shape Space and Measure</p>	<p>Number (LEAPS): I can bring one or two objects when an adult requests I can react to changes in amount of up to three items. I am beginning to use understanding of number to solve practical problems in meaningful activities. I can link numerals and amounts. I can recognise numerals to 5 and start to link then to amounts up to 5 and maybe beyond.</p> <p>Vocabulary: Count numbers recognise order forwards backwards how many all together set fingers match objects more than fewer than enough many circle square rectangles triangles cuboids sides corners straight flat round position off down under over next to in front behind route size length weight capacity larger smaller exactly bigger smaller make</p> <p>Number Pattern (LEAPS): I enjoy counting verbally as far as I can go I notice simple patterns and arrange things in patterns. I can join in with simple patterns in sounds games stories dance movement predictions and what comes next. I can use some number names and number language n play and may show some fascination with larger numbers. I can show understanding of simple comparisons like more. I can compare amounts using words like lots or some. I can recite numbers past 5</p> <p>Vocabulary: Pattern stripes pointy spotty blobs repeating movement clap stamp stomp mistake sequence real</p>

<p><u>Shape Space and Measure</u> I can build with a range of resources.</p>	<p>I can talk about what I have built and what I have used.</p>	<p>fictional first then next after that morning day time night time afternoon evening earlier later too late too early days of the week today tomorrow <u>Shape Space and Measure</u> I cans how awareness of shape and similarities and differences between objects. I can select shapes appropriately flat surfaces for buildings a triangular prism for a roof. I can compare sizes weights using gestures and language bigger smaller high low tall heavy. I can recall sequence of events in everyday life ad stories.</p>
Block 4:	Block 5:	Block 6:
<p><u>Number</u> Statements (LEAPS): I can subitise one two and three objects. I can recognise numerals to 5 and start to link then to amounts up to 5 and maybe beyond. Vocabulary: Count numbers recognise order forwards backwards how many all together set fingers match objects more than fewer than enough many circle square rectangles triangles cuboids sides corners straight flat round position off down under over next to in front behind route size length weight capacity larger smaller exactly bigger smaller make <u>Number Pattern</u> (LEAPS): I can say one number for each item in order 1 2 3 4. I can link numerals and amounts. I can point or touch each item when counting saying one number for each item. I can show an understanding of simple comparisons like more. I can compare amounts using words eg lots or some. I can recite numbers past 5.</p>	<p><u>Number</u> (LEAPS): I can mark make and ascribe some concept of number to the marks I make (Attempts at digits from the environments making dots or lines). I can ascribe mathematical meaning to marks I have made. I can subitise one two and three objects. I can count up to 5 items recognising that the last number said represents the total counted so far. I can recognise numerals to 5 and start to link then to amounts up to 5 and maybe beyond. I can say when two small groups have the same number of objects. I can solve real world problems with numbers up to 5. Vocabulary: Count numbers recognise order forwards backwards how many all together set fingers match objects more than fewer than enough many circle square rectangles triangles cuboids sides corners straight flat round position off down under over next to in front behind</p>	<p><u>Number</u> (LEAPS): I can recognise numerals to 5 and start to link then to amounts up to 5 and maybe beyond I can solve real world problems with numbers up to 5. I can separate a group of here or four objects in different ways beginning to recognise that the total is still the same. I can beginning to learn that numbers are made up of smaller numbers (through play and explanation). Vocabulary: Count numbers recognise order forwards backwards how many all together set fingers match objects more than fewer than enough many circle square rectangles triangles cuboids sides corners straight flat round position off down under over next to in front behind route size length weight capacity larger smaller exactly bigger smaller make <u>Number Patten</u> (LEAPS):</p>

<p>Vocabulary: Pattern stripes pointy spotty blobs repeating movement clap stamp stomp mistake sequence real fictional first then next after that morning day time night time afternoon evening earlier later too late too early days of the week today tomorrow</p> <p><u>Shape Space and Measure</u> I can select shapes appropriately flat surfaces for buildings a triangular prism for a roof. I can attempt to create arches and enclosures when building using trial and improvement to select blocks. I can chooses items based on their shape which are appropriate for purpose. I can investigate different measures and notice differences</p>	<p>route size length weight capacity larger smaller exactly bigger smaller make</p> <p><u>Number Patten</u> (LEAPS): I can link numerals and amounts. I can recite numbers past five. I can point or touch each item when counting saying one number for each item. I can point or touch each item when counting saying one number for each item. I can compare quantities using language such as more than. I can explore and add to simple linear patterns of 2 or three repeating items eg stick leaf, or stick leaf stone. I can begin to recognise numbers 1-10.</p> <p>Vocabulary: Pattern stripes pointy spotty blobs repeating movement clap stamp stomp mistake sequence real fictional first then next after that morning day time night time afternoon evening earlier later too late too early days of the week today tomorrow</p> <p><u>Shape Space and Measure</u> I can enjoy partitioning and combining shapes to make new shapes including 2 and 3 D. I can attempt to create arches and enclosures when building using trial and improvement to select blocks. I can respond to both informal and common shape names. I can begin to describe a sequence of events real fictional using words such as first or then. I can make comparisons between objects relating to size weight weigh and capacity.</p>	<p>I can compare two group’s small groups of up to five objects, saying when there are the same number of objects in each group. I can explore and add to simple linear patterns of 2 or three repeating items eg stick leaf, or stick leaf stone. I can create my own spatial patterns showing organisation and regularity. I can spot and correct errors in repeating patterns. I can begin to recognise numbers 1-10.</p> <p>Vocabulary: Pattern stripes pointy spotty blobs repeating movement clap stamp stomp mistake sequence real fictional first then next after that morning day time night time afternoon evening earlier later too late too early days of the week today tomorrow</p> <p><u>Shape Space and Measure</u> I can respond to both informal and common shape names. I can make comparisons between objects relating to size weight weigh and capacity. I can find the longer/shorter heavier lighter more less of two items in meaningful contexts.</p>
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Understanding the World

Block 1: Marvellous Me

Block 2: Changing Seasons/Celebrate

Block 3: Excellent Explorers

Past and Present

(Leaps):

I can begin to make sense of my own life story and family's history.
 I can show curiosity about people.
 I can show interest in stories about myself and my family.
 I can enjoy pictures and stories about myself families and other people.
 I can talk about my immediate family.
 I can show an interest in the lives of people who are familiar to me.
 I can name and describe people who are familiar to me.
 I can make connections between the features of my family and other families.
 I can take an interest in the different role of people who support my community and make observations of their role uniform transport etc.
 I can remember and talk about significant events in my own experience.
 I enjoy joining in with family cutoms and routines.

People, Culture and Communities

(LEAPS):

I can continue to develop a positive attitude about the differences between people.
 I know some of the things that make me unique and can talk about some of the similarities and differences in relation to friends or family.

Past and Present

(LEAPS):

I can use the environment to sequence and to discuss the day's structure.
 I can remember and talk about significant events in my own experiences.
 I can name the four seasons.
 I can recognise and describe special times and events for my family and friends.
 I can talk about members of my community.
 I enjoy joining in with family customs and routines.
 I can remember and talk about significant events in my own experiences.
 I can comment on images of familiar situations in the past.
 I can compare and contrast characters from stories including figures from the past.

People, Culture and Communities

(LEAPS):

I understand that not everyone celebrates the same festivals.
 I understand that some places are special to members of my community.
 I recognise that people have different beliefs and celebrate special times in different ways.
 I can talk about my home and the places that I go to in my immediate environment.
 I can recall where objects belong.

Past and Present

(LEAPS):

I can show curiosity about people.
 I can enjoy pictures and stories about myself families and other people.
 I enjoy joining in with family customs and routines.
 I can remember and talk about significant events in my own experiences.
 I can begin to use the vocabulary today tomorrow and yesterday in the correct context.
 I can recognise pictures in nonfiction books applying new knowledge and vocabulary.
 I can comment on images of familiar situations in the past.
 I can begin to recognise different types of food weather animals and landscapes..

People, Culture and Communities

(LEAPS):

I can show an interest in different occupations and ways of life indoors and outdoors.
 I can match parts of an object that fit together. (Lid on a teapot)
 I know some landmark buildings (including places of worship) in my local environment and can discuss their importance.
 I know there are many different countries in the world and can talk about the differences I have experienced and seen.
 I can show interest in different occupations.

<p>I can talk about my home and the places that I go to in my immediate environment. I can comment and ask questions about aspects of my familiar world such as the place I live or the natural world. I can notice differences and similarities between people.</p> <p><u>The Natural World.</u> (LEAPS): I can use all my senses in hands on exploration of natural materials. I can show curiosity in the environment around me inside and outdoors. I can explore collections of materials with similar or different properties.</p> <p>Vocabulary: Senses explore natural same different investigate forces push pull stretch snap bend materials changes float sink melt melting freeze freezing wind move toys cogs pegs boards plant seed soil grow sun water roots decay mould caterpillar cocoon butterfly frogspawn tadpole frog life cycle outside care for look after tidy Differences similarities countries world families hair skin colour occupation job men women old young black white.</p>	<p>I know some landmark buildings (including places of worship) in my local environment and can discuss their importance. I can use key vocabulary in the correct context eg trees rivers beaches in the correct context. I can comment and ask questions about aspects of my familiar world such as the place I live or the natural world.</p> <p><u>The Natural World</u> (LEAPS): I can show curiosity in the environment around me inside and outdoors. I can use all of my senses in hands on exploration of natural materials. I can explore collections of materials with similar and/or different properties. I can explore and talk about different forces that I feel. I can comment on and ask questions about aspects of my familiar world such as the place where I live and the familiar world. I can develop an understanding of growth decay and changes over time. I can describe what I see hear and feel whilst outside. I am beginning to recognise the effect of the changing seasons on the natural world around me. I can show care and concern for living things and the environment.</p> <p>Vocabulary: Senses explore natural same different investigate forces push pull stretch snap bend materials changes float sink melt melting freeze freezing wind move toys cogs pegs boards plant seed soil grow sun water roots decay mould caterpillar cocoon butterfly frogspawn tadpole frog life cycle outside care for look after tidy</p>	<p>I can draw my own maps and plan/plans of my immediate environment. I can draw information from a simple map.</p> <p><u>The Natural World</u> (LEAPS): I can plant seeds and care for growing plants. I understand the key features of the lifecycle of a plant or animal. I can make predictions with support. I can explore how things work. I can talk about what I see using a wide range of technology. I can develop an understanding of growth decay and changes over time. I can talk about how things happen and how things work. I can show care and concern for living things and the environment. I can listen to and talk about non-fiction books applying new knowledge and vocabulary. I can recognise that some environments are different to the one in which I live.</p> <p>Vocabulary Senses explore natural same different investigate forces push pull stretch snap bend materials changes float sink melt melting freeze freezing wind move toys cogs pegs boards plant seed soil grow sun water roots decay mould caterpillar cocoon butterfly frogspawn tadpole frog life cycle outside care for look after tidy Differences similarities countries world families hair skin colour occupation job men women old young black white.</p>
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	Differences similarities countries world families hair skin colour occupation job men women old young black white.	
Block 4: Amazing Animals	Block 5: Magic and Monsters	Block 6: Oh I do Like to be besides the seaside.
<p><u>Past and Present</u> (LEAPS): <u>People, Culture and Communities</u> (LEAPS): I can use key vocabulary in the correct context eg trees rivers beaches in the correct context. I can begin to recognise different types of buildings foods weather animals and landscapes I can look closely at similarities differences patterns and change_ <u>The Natural World</u> (LEAPS): I can begin to understand the need to respect and care for the natural environment and all living things I can show care and concern for living things and the environment_ I understand that some animals have similar features. I am beginning to understand the effect my behaviour can have on the environment. I can recognise that some environments are different to the one in which I live.</p> <p>Vocabulary: Senses explore natural same different investigate forces push pull stretch snap bend materials changes float sink melt melting freeze freezing wind move toys cogs pegs boards plant seed soil grow sun water roots decay mould caterpillar cocoon butterfly frogspawn tadpole frog life cycle outside care for look after tidy Differences similarities countries world families hair skin colour occupation job men women old young black white.</p>	<p><u>Past and Present</u> (LEAPS): <u>People, Culture and Communities</u> (LEAPS): <u>RE</u> I can recognise and describe special time and events for family and friends. <u>The Natural World</u> (LEAPS): I can select equipment to help me follow my own enquiry of interest.</p> <p>Vocabulary: Senses explore natural same different investigate forces push pull stretch snap bend materials changes float sink melt melting freeze freezing wind move toys cogs pegs boards plant seed soil grow sun water roots decay mould caterpillar cocoon butterfly frogspawn tadpole frog life cycle outside care for look after tidy Differences similarities countries world families hair skin colour occupation job men women old young black white.</p>	<p><u>Past and Present</u> Statements (LEAPS): I can show interest in stories about myself and my family. I can enjoy pictures and stories about myself families and other people. I can talk about members of my community. I enjoy joining in with family customs and routines. I can remember and talk about significant events in my own experiences. I can begin to use the vocabulary of today tomorrow and yesterday in the correct context. I can take an interest in unknown objects exploring their texture mass and moving parts. I can use key vocabulary in the correct context eg trees rivers beaches in the correct context. <u>People, Culture and Communities</u> (LEAPS): <u>The Natural World</u> (LEAPS): I can listen to and talk about non-fiction books applying new knowledge and vocabulary. I can use knowledge or experience to compare buildings foods weather animals and landscapes</p> <p>Vocabulary: Senses explore natural same different investigate forces push pull stretch snap bend materials changes float sink melt melting freeze freezing wind move toys cogs pegs boards plant seed soil grow sun water roots decay mould caterpillar cocoon butterfly frogspawn tadpole frog life cycle outside care for look after tidy</p>

		Differences similarities countries world families hair skin colour occupation job men women old young black white.
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Expressive Arts and Design		
Block 1:	Block 2:	Block 3:
<p><u>Creating and Materials</u> (LEAPS): I can begin to gain control of marks being made. I can develop motion to produce marks. I can use my arm wrist and finger muscles. I can show an interest in objects that are my favourite colour. I can explore colour and say how colour can be changed. I can experiment with blocks colours or marks. I can explore how objects feel. I can use various construction materials. I can line up some blocks. I can imitate how an adult uses tools. I can engage and explore using a range of tools in the environment with the support of an adult. I can begin to name and collect objects by colour. I can explore how objects feel. I can enjoy experiencing different objects and sensory activities. I can be interested and describe the texture of things. I can manipulate malleable materials to create shapes. I can stack blocks one on top of the other for a vertical tower and lay them on the floor in rows. I can make cuts in paper whilst having a helping hand. I can distinguish between colour and name them. I can make snips in paper whilst moving the scissors forward across the paper – six inches.</p>	<p><u>Creating and Materials</u> (LEAPS): I can begin to use lines and circles to enclose a space and use these shapes to represent objects. I can use colour to express emotion rather than logic. I can select a variety of resources to use in collage based on personal choice eg 'Its pink I like pink'. I can create items of personal interest. I can stack bricks on top of each other for a vertical tower and lay them on the floor in rows. I can make snips in paper whilst moving the scissors forward across the paper (6 inches) I can begin to expand my building to take up larger areas of space. I can join construction pieces together to build and balance. Vocabulary Pretend play stories dolls dolls house castle ship build make create fix attach join think feel thoughts say listen attention sing songs tune pitch recall remember words <u>Being Imaginative and Expressive</u> (LEAPS): I can base my imaginative play around toys that represent the real item. I can base my imaginative play around familiar scenarios. I can listen with increased attention to sound.</p>	<p><u>Creating and Materials</u> (LEAPS): I can begin to use representation to communicate drawing eg drawing a line and saying that's me. I can experiment with applying paint with a brush to use different movements eg dabs splodges sweeps I can begin to name and collect objects by colour. I can explore how objects feel. I can manipulate malleable materials to create shapes. I can use the environment/images to support the decision of what I have made. I can experiment with how to balance blocks and use imagination in construction for example props such as cars and trucks. I can make cuts in paper whilst having a helping hand to begin to cut in straight lines. I can say which tools I need for a specific purpose. Vocabulary Pretend play stories dolls dolls house castle ship build make create fix attach join think feel thoughts say listen attention sing songs tune pitch recall remember words <u>Being Imaginative and Expressive</u> (LEAPS): I can base my imaginative play around objects. I can imitate my peers imaginative play.</p>

<p>Vocabulary Pretend play stories dolls dolls house castle ship build make create fix attach join think feel thoughts say listen attention sing songs tune pitch recall remember words</p> <p><u>Being Imaginative and Expressive</u> (LEAPS): I can make believe by pretending. I can base my imaginative play around toys that closely represent the real item. I can base my imaginative play around familiar scenarios. I can show interest in the way musical instruments sound. I can sing to and with toys props and resources. I can repeat phrases of songs. I can sing and chant with and to others. I can move in response to rhythms heard played on an instrument. I know that I need to interact with an instrument to create sounds by banging shaking tapping or blowing. I can experiment with ways of playing instruments – loud quiet fast slow.</p> <p>Vocabulary: Materials explore investigate ideas what how with decide fix attach join texture feel rough smooth soft hard lines shapes sounds play instruments feelings ideas draw face circle nose eyes hair mouth moves noise happy sad angry cross excited sleepy colour colours mixing changes</p>	<p>I can develop preferences for forms of expression. I can sing a few familiar songs. I can create sounds in vocal sound games.</p> <p>Vocabulary Materials explore investigate ideas what how with decide fix attach join texture feel rough smooth soft hard lines shapes sounds play instruments feelings ideas draw face circle nose eyes hair mouth moves noise happy sad angry cross excited sleepy colour colours mixing changes</p>	<p>I can show a preference for songs I like to sing or listen to. I can move my body rhythmically I can imitate movement in response to music I can use music to express feelings. I can explore and begin to understand that adjusting my movements adjusts the sound I can produce with instruments.</p> <p>Vocabulary: Materials explore investigate ideas what how with decide fix attach join texture feel rough smooth soft hard lines shapes sounds play instruments feelings ideas draw face circle nose eyes hair mouth moves noise happy sad angry cross excited sleepy colour colours mixing changes</p>
Block 4:	Block 5:	Block 6:
<p><u>Creating and Materials</u> (LEAPS): I can restrict the way I use a page to produce an image.</p>	<p><u>Creating and Materials</u> (LEAPS): I can say what is important in the subject of my drawings.</p>	<p><u>Creating and Materials</u> (LEAPS)</p>

<p>I can experiment with blocks colours or marks. I can use large and medium brushes to add colour to lines in seepingmovements to make simple representations. I can enjoy experiencing different textures and sensory activities. I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can develop my ideas and then decide which materials to use to express them. I can join different materials and explore different textures. I can play with my creations.</p> <p>Vocabulary Pretend play stories dolls dolls house castle ship build make create fix attach join think feel thoughts say listen attention sing songs tune pitch recall remember words</p> <p><u>Being Imaginative and Expressive</u> (LEAPS): I can begin to develop stories using small world equipment like animal sets and dolls houses. I can create movement in response to music. I can sing to myself and make up my own songs. I can describe the sound of instruments eg scratchy loud soft. I can identify and match an instrumental sound eg hear a shaker and indicate that it is a shaker. I can remember and sing an entire song or nursery rhyme from school or home. I can tap or clap to the pulse of the music I am listening to. I can clap or tap to the pulse of the music Im singing.</p>	<p>I can give meanings to the marks I make making recognisable objects eg people with head arms and legs. I can experiment with blocks colours or marks. I can paint an entire page to cover the background.I can explore colour and sayhow colour can be changed. I can be interested and describe the texture of things. I can make enclosures and bridges to become the scenery for imaginative play with props like dolls toys animals and cars. I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can develop my ideas and then decide which materials to use to express them. I can join different materials and explore different textures.</p> <p>Vocabulary Pretend play stories dolls dolls house castle ship build make create fix attach join think feel thoughts say listen attention sing songs tune pitch recall remember words</p> <p><u>Being Imaginative and Expressive</u> (LEAPS): I can take part in simple pretend play using an object to represent something else. I can engage in imaginative role play based on my own first-hand experience that include roles and a simple narrative. I can respond to what I have heard expressing my thoughts and feelings.</p> <p>Vocabulary: Materials explore investigate ideas what how with decide fix attach join texture feel rough smooth soft</p>	<p>I can give meaning to the marks I make making recognisable objects eg people with heads arms and legs. I can incorporate quares rectangles and circles in my drawings. I can explore colour and say how colour can be changed. I can distinguish between colours and name them. I can begin to cut a curved line. I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can develop my ideas and then decide which materials to use to express them. I can join different materials and explore different textures.</p> <p>Vocabulary Pretend play stories dolls dolls house castle ship build make create fix attach join think feel thoughts say listen attention sing songs tune pitch recall remember words</p> <p><u>Being Imaginative and Expressive</u> LEAPS): I can tap or clap to the pulse of the music I am listening to. I can clap or tap to the pulse of the music Im singing. I can play instruments with control. I can use music to express feelings.</p> <p>Vocabulary: Materials explore investigate ideas what how with decide fix attach join texture feel rough smooth soft hard lines shapes sounds play instruments feelings ideas draw face circle nose eyes hair mouth moves</p>
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Awesome Memories

Discovery

Friendship

Inspiration

Success

Happiness

Vocabulary:

Materials explore investigate ideas what how with
decide fix attach join texture feel rough smooth soft
hard lines shapes sounds play instruments feelings
ideas draw face circle nose eyes hair mouth moves
noise happy sad angry cross excited sleepy colour
colours mixing changes

hard lines shapes sounds play instruments feelings
ideas draw face circle nose eyes hair mouth moves
noise happy sad angry cross excited sleepy colour
colours mixing changes

noise happy sad angry cross excited sleepy colour
colours mixing changes