

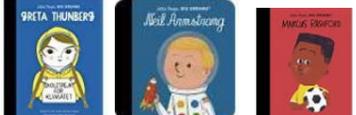
Luna -EYFS - Long Term Planning 2023-2024

Adult Directed Learning

	Autumn 1 All About Me	Autumn 2 Bears	Spring 1 Where we Live	Spring 2 Heroes	Summer 1 Growing	Summer 2 Minibeasts
EYFS 7 x 7 Experiences		<ul style="list-style-type: none"> ★ To visit the cinema ★ To take part in a performance 			<ul style="list-style-type: none"> ★ To grow a sunflower 	<ul style="list-style-type: none"> ★ To visit a farm ★ To have an ice cream from a van
Special Events	<ul style="list-style-type: none"> ★ Parent Session - How to help your child with phonics and reading. ★ Baseline Assessment ★ Wellcomm Assessment ★ Autumn ★ Making bread 	<ul style="list-style-type: none"> ★ Old bears - Museum visit in school ★ Making porridge ★ Diwali (12/11/23) ★ Firework Night ★ Christmas 	<ul style="list-style-type: none"> ★ To go for a Welly Walk ★ Winter ★ Chinese New Year (10/02/24) ★ Visit Trowbridge Library ★ Visit Trowbridge museum 	<ul style="list-style-type: none"> ★ World Book Day ★ Pancake Day (13/02/24) ★ Mother's Day (10/03/24) ★ Spring ★ Easter 	<ul style="list-style-type: none"> ★ To visit a garden centre / nature centre ★ Design a rainbow salad-Kapow 	<ul style="list-style-type: none"> ★ Summer ★ Father's Day (16/06/24) ★ Sports Day ★ Transition to Year 1
Weekly Themes	<ol style="list-style-type: none"> 1. Home visits 2. Settling In 3. Settling In & Baseline/wellcomm 4. All about Me & My Family 5. My body 6. Harvest 7. Autumn 	<ol style="list-style-type: none"> 1. Goldilocks and the three bears (& Bonfire night on friday) 2. Goldilocks (& Diwali on 13th) 3. Bears and hibernation 4. Compare old and new bears 5. What do bears eat? Make porridge. 6. Christmas 7. Christmas 	<ol style="list-style-type: none"> 1. The Three Little Pigs 2. What type of house do you live in? 3. What does my local area look like? 4. What does my town look like? 5. Where in the world do we live? 6. How is England different from China? 	<ol style="list-style-type: none"> 1. Emergency Services Heroes 2. Greta Thunberg 3. Neil Armstrong 4. Marcus Rashford 5. Spring - welly walk to look for signs of spring 6. Easter 	<ol style="list-style-type: none"> 1. Jack and the Beanstalk 2. Life cycle of a plant - plant a seed 3. What do plants need - experiment. 4. How have the seasons changed? 5. Supertato 6. Supertato 	<ol style="list-style-type: none"> 1. What are minibeasts? 2. Caterpillars 3. Butterflies 4. Spiders 5. On the farm 6. Ladybirds 7. Transistion - Revisit colour monster
Weekly Books	<ul style="list-style-type: none"> ★ Oi Cat ★ Oi Dog ★ Oi Frog ★ Each Peach Pear Plum ★ Little Red Hen ★ Singing Nursery rhymes 	<ul style="list-style-type: none"> ★ Goldilocks and the three bears ★ Tree ★ Wide awake Hedgehog ★ We're going on a bear hunt ★ The Gruffalo ★ The Gruffalo's Child ★ Stick Man 	<ul style="list-style-type: none"> ★ The three little pigs ★ This is our house ★ In every house on every street ★ A squash and a squeeze ★ My Granny went to Market ★ The great race (Chinese New Year) 	<ul style="list-style-type: none"> ★ A superhero like you ★ Greta Thunberg ★ Neil Armstrong ★ Marcus Rashford ★ Hello Spring ★ The odd Egg (Easter) 	<ul style="list-style-type: none"> ★ Jack and the beanstalk ★ The tiny seed ★ Erol's garden ★ Supertato ★ Supertato ★ Supertato veggies assemble /Growing vegetable soup 	<ul style="list-style-type: none"> ★ Superworm ★ Norman the slug with the silliest shell ★ The Very Busy Spider ★ The Very Quiet Cricket ★ Farmer Duck ★ The bad tempered ladybird ★ The Colour Monster
Key Vocabulary	<ul style="list-style-type: none"> ★ School ★ Body and body parts ★ Family and family members ★ Autumn, seasons, leaves, tree ★ Harvest, crop, farmer 	<ul style="list-style-type: none"> ★ Fireworks, safety, bonfire ★ Hibernation ★ Bear ★ Old / new ★ Christmas ★ Nativity 	<ul style="list-style-type: none"> ★ House, home, live ★ Town, country, world ★ China ★ Map ★ Seasons, winter 	<ul style="list-style-type: none"> ★ Hero ★ Firefighter ★ Police Officer ★ Doctor / nurse ★ Space ★ Season - Spring ★ Easter 	<ul style="list-style-type: none"> ★ Life cycle, grow ★ Plant, seed,root, stem, leaf, flower ★ Soil 	<ul style="list-style-type: none"> ★ Minibeast ★ Insect ★ Arachnid ★ Life cycle ★ legs, abdomen, head, antennae
Language Structures	<p>The Language of Evaluation:</p> <ul style="list-style-type: none"> ★ I did this... ★ I have made a... ★ I like this because... ★ I made... 	<p>The Language of describing:</p> <ul style="list-style-type: none"> ★ It is a ...because ★ It feels like... ★ It looks like... ★ It sounds like... ★ It is the same because... ★ It is different because... 	<p>The Language of Comparison:</p> <ul style="list-style-type: none"> ★ It is the same ★ It is different ★ It is the same / different because... ★ This is... and that is... 	<p>The Language of retelling & Sequencing:</p> <ul style="list-style-type: none"> ★ First... ★ Then... ★ Next... ★ At the end... ★ ...happened at the beginning / middle / end 	<p>The Language of Prediction:</p> <ul style="list-style-type: none"> ★ I think... ★ I think it will... ★ I think it will...because.... ★ The... is going to... 	<p>The Language of hypothesis / deduction:</p> <ul style="list-style-type: none"> ★ It is... because ★ I think... because... ★ It will... because... ★ I think... ★ What do you think? ★ What will happen if... ★ Why did ... happen?

EYFS Studley Green - Long Term Planning 2022-2023

Adult Directed Learning

	Autumn 1 - All About Me	Autumn 2- Bears	Spring 1 - Where we Live	Spring 2 - Heroes	Summer 1 - Growing	Summer 2 - Minibeasts
Talk 4 Writing	<p><i>Nursery Rhymes and Listening to stories</i></p> <ul style="list-style-type: none"> ★ Singing, nursery rhymes ★ Exposure to high quality texts and familiarity with story language. ★ Retelling stories in their child initiated learning. ★ Encouraging speaking in full sentences 	<p><i>Goldilocks and the Three Bears</i></p>  <ul style="list-style-type: none"> ★ Listen and learn actions to retell the story. ★ Story mapping & role playing the story 	<p><i>The Three Little Pigs</i></p>  <ul style="list-style-type: none"> ★ Listen and learn actions to retell the story. ★ Story mapping & role playing the story. ★ Caption writing 	<p><i>Non-Fiction Books about inspirational heroes</i></p>  <ul style="list-style-type: none"> ★ Introduce talk 4 writing stems- First, next, then, finally ★ Apply writing stems to writing about the heroes 	<p><i>Jack and the Beanstalk</i></p>  <ul style="list-style-type: none"> ★ Listen and learn actions to retell the story. ★ Story mapping & role playing the story. ★ Use talk 4 writing stems- First, next, then, finally to write their own story using sounds they hear in words and high frequency words they know. 	<p><i>The Very Hungry Caterpillar</i></p>  <ul style="list-style-type: none"> ★ Continue with Term 1-5 sequence and.... ★ Build on their narrative by writing using extended sentences with known letter-sound correspondences using a capital letter and full stop. ★ Innovate their own story.
Sounds Write	<p><i>Week 3&4 - boards and pens</i> <i>Week 5 onwards...</i> Unit 1-3 a-i-n-s-t n-o-p- is, a</p>	<p>Unit 4-6 b-c-g-h the, l d-e-f-v for, of k-l-r-u are j-w-z was put</p>	<p>Unit 7-10 x-y-ff-ll-ss-zz all said her vcc ,cvcc come some ccvc to, he, be ccvcc, cvccc, cccvc she, we, my, by</p>	<p>Unit 11 Sh-ch-th-ck-wh- what who, where, were</p>	<p>Consolidation of Units ng-qu there, their, these our says they</p>	<p>Consolidation of Units</p>
Maths	<p>Weeks 1-3 1. Settling In 2. Settling In 3. Settling In Just Like Me 1. Matching and Sorting 2. Comparing size and amounts 3. Patterns</p>	<p>It's Me 1. Representing 1,2,3 2. Comparing and matching 3. Shape Light and Dark 1. Representing 4 and 5 2. Arrangements of 4 and 5 3. Shape and sequencing</p>	<p>Alive in 5 1. Comparing numbers to 5 2. Composition of numbers to 5 3. Comparing mass and capacity Growing 6.7.8 1. Composition of 6,7,8 2. Combining / adding 3. Height, length and time</p>	<p>Building 9 & 10 1. Composition of 9 & 10 2. Comparing and making 10 3. Shape and pattern SPring Consolidation 1. 2. 3.</p>	<p>To 20 and beyond 1. Number patterns to 20 2. Ordering numbers to 20 3. Shape First, Then, Now 1. Adding 2. Taking away 3. Shape and pattern</p>	<p>Find My Pattern 1. Doubling 2. Sharing 3. Even and odd On the move 1. Problem solving 2. Patterns 3. Maps and mazes</p>
Complete PE	<p>Walking / Dinosaurs ★ Moving body parts ★ Moving at levels and speeds</p>	<p>Hands / Ourselves ★ Move hands in a range of ways ★ Keep control of a ball</p>	<p>High, low, under & over / Hands 2 ★ Moving and balancing in high and low ways on apparatus</p>	<p>Nursery Rhymes / Moving ★ Create sequences of movements to music</p>	<p>Feet / Jumping 1 ★ Explore moving with a ball ★ Ball skills and control</p>	<p>Games for understanding ★ Following rules, applying tactics and playing games</p>
SCARF Weekly Theme	<p>Me and my relationships 1. All about me 2. What makes me special 3. Me and my special people 4. Who can help me 5. My feelings 6. My feelings</p>	<p>Valuing difference 1. I'm special, your special 2. Same and different 3. Same & different families 4. Same & different homes 5. I'm caring 6. I am a friend</p>	<p>Rights and responsibilities 1. Looking after special people 2. Looking after my friends 3. Being helpful at home 4. Caring for our classroom 5. Caring for our world 6. Looking after money x2</p>	<p>Keeping myself safe 1. What is safe -onto my body? 2. What is safe - into my body? 3. Safe indoors and outdoors 4. Listening to my feelings 5. Keeping safe online 6. People who keep me safe</p>	<p>Growing and changing 1. Seasons 2. Life stages-plants & humans 3. Human life stage 4. Where do babies come from? 5. Getting bigger 6. Me & my body-girls & boys</p>	<p>Being my best 1. Bouncing back 2. Yes I can! 3. Healthy eating 4. My healthy mind 5. Move your body 6. A good night sleep</p>
Music with Mike (MM) & Charanga	<ol style="list-style-type: none"> Settling In - nursery rhymes Settling In - nursery rhymes Settling In - nursery rhymes MM - Opposites MM - Parts of the body MM - Colour & Shape Charanga - Autumn 1 - Me! 	<ol style="list-style-type: none"> MM - Move to music MM - Sing along with Mike MM - Numbers Charanga - Autumn 2 Charanga - Autumn 2 Charanga - Autumn 2 MM - Christmas Special 	<ol style="list-style-type: none"> MM - Tap sticks MM - Shake your shakers MM - Tambourines MM - Drums MM - Percussion Pirates Charanga - Spring 1 	<ol style="list-style-type: none"> MM - Number Jungle MM - Jungle Explorers MM - Safari MM - Animals MM - Dinosaurs Charanga - Spring 2 	<ol style="list-style-type: none"> Charanga - Big Bear funk MM - Transport tunes MM - Trip to space 	<p>Term 6 - MFL Language Angels Minibeast Unit</p>
Discovery RE	<p>Special People: What makes people special? Religion: Christianity & Judaism</p>	<p>Christmas: What is Christmas? Religion: Christianity</p>	<p>Celebrations: How do people celebrate? Religion: Hinduism</p>	<p>Easter: What is Easter? Religion: Christianity</p>	<p>Stories: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism</p>	<p>Special Places: What makes places special? Religion: Christianity, Islam, Judaism</p>

EYFS Studley Green - Long Term Planning 2023-2024 Sticky Knowledge - By the end of the term I will be able to...

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PSED	<ul style="list-style-type: none"> ★ Happily separate from my grown ups in the morning ★ Put my belongings away and settle to an activity ★ Use the toilet (sometimes with support) and wash my hands ★ Understand the rules and routines of Luna class, e.g. lining up, walking, sitting ★ Play alongside my friends 	<ul style="list-style-type: none"> ★ Share and take turns with my friends ★ Begin to make good friendships ★ Talk about my feelings ★ Use the toilet by myself and wash my hands ★ Follow the Studley Green Code and know why it is important 	<ul style="list-style-type: none"> ★ Be aware of how my friends are feeling ★ To be able to wait for my turn ★ Be kind and helpful 	<ul style="list-style-type: none"> ★ Keep trying even when things are challenging for me ★ Get dressed and undressed by myself 	<ul style="list-style-type: none"> ★ Follow instructions that have lots of things to do ★ Play cooperatively with my friends ★ Understand my friends might do things differently to me 	<ul style="list-style-type: none"> ★ Do things by myself and be independent
C&L	<ul style="list-style-type: none"> ★ Sing a variety of nursery rhymes ★ Sit calmly and listen to stories ★ Speak using 4-6 word sentences 	<ul style="list-style-type: none"> ★ Talk about books I have read ★ Retell stories ★ Engage in conversations with my friends and adults 	<ul style="list-style-type: none"> ★ Use new vocabulary ★ Retell stories using a story map 	<ul style="list-style-type: none"> ★ Engage in non-fiction books ★ Understand how, why, who, what, where questions and be able to answer them ★ Retell stories using the words first, then, next, finally 	<ul style="list-style-type: none"> ★ Ask questions to find out more about things ★ Speak in well formed sentences ★ Offer my ideas to the whole class using new vocabulary I have learnt 	<ul style="list-style-type: none"> ★ Listen to and talk about non-fiction books and tell you facts and new vocabulary that i know ★ Extend my sentences by using words such as 'and, because, so that' using the right tense
PD	<ul style="list-style-type: none"> ★ Move in lots of ways (crawl, walk, run, jump) ★ Wave flags, paint and make marks using big movements ★ Sit on the carpet with good balance 	<ul style="list-style-type: none"> ★ Do up my coat by myself ★ Move in lots of ways (hop, skip, gallop) ★ Ride bikes and scooters ★ Balance on the climbing equipment 	<ul style="list-style-type: none"> ★ Climb confidently on the apparatus ★ Jump off apparatus safely ★ Eat using a knife and fork, cutting up my own food ★ Negotiate space and show awareness of others when moving 	<ul style="list-style-type: none"> ★ Form letters and write them fluently ★ Tell you how we can stay safe ★ Hold a pencil with a tripod grasp ★ Move to music by creating a simple dance routine 	<ul style="list-style-type: none"> ★ Use scissors to cut things out accurately ★ Tell you how we can stay healthy) ★ Control a ball (throw, catch, kick, pass, aim) 	<ul style="list-style-type: none"> ★ Move in many ways safely and confidently ★ Have good balance and coordination ★ Write fluently
Literacy	<ul style="list-style-type: none"> ★ Hold books carefully, the right way up and know how to turn the pages ★ Tell you a story from looking at the pictures in a book ★ Make marks and tell you what they mean 	<ul style="list-style-type: none"> ★ Identify and produce rhyming words ★ Count and clap syllables in words ★ Hear and tell you the sounds at the start of words ★ Orally segment sounds in words ★ Orally blend sounds in words ★ Write my name 	<ul style="list-style-type: none"> ★ Be confident to write with my stronger hand and always use this when making marks / writing ★ Write from left to right forming some letters correctly ★ Read a few high frequency words ★ Hear sounds in VC & CVC words and write them 	<ul style="list-style-type: none"> ★ Read letters and say the sounds ★ Blend sounds into words and read them ★ Hold a pencil with a tripod grasp ★ Form lowercase and capital letters correctly ★ Spell some high frequency words ★ Attempt to write a short sentence 	<ul style="list-style-type: none"> ★ Read two letters one sound ★ Read high frequency words ★ Spell words by hearing the sounds and writing them down ★ Retell stories using language patterns from the story ★ Write captions using phonic knowledge & phonetic attempts 	<ul style="list-style-type: none"> ★ Read words, phrases and sentences using my phonic knowledge ★ Write short sentences with letter-sound correspondences, high frequency words, capital letters and a full stop. ★ Re-read what i have written to check it makes sense
Maths	<ul style="list-style-type: none"> ★ Join in with number rhymes ★ Use mathematical language in play ★ Continue, copy and create patterns ★ Manipulate shapes ★ Match and sort items by colour / type 	<ul style="list-style-type: none"> ★ Have fast recognition of up to 3 objects without counting (subitise) ★ Show finger numbers up to 5 ★ Reliably count objects with 1-1 correspondence ★ To know shape names and their properties 	<ul style="list-style-type: none"> ★ Subitise up to 5 ★ Compare length, weight and capacity ★ Know that the last number reached when counting tells me how many there are ★ Recall number bonds to 5 	<ul style="list-style-type: none"> ★ Show finger numbers up to 10 ★ Count and recite numbers beyond 10 ★ Link numerals and amounts ★ Compare numbers ★ Understand one more / one less ★ Count forwards and backwards 	<ul style="list-style-type: none"> ★ Verbally count beyond 20 ★ Explore patterns of even and odd numbers ★ Tell you how to distribute quantities equally ★ Tell you what shapes are within shapes 	<ul style="list-style-type: none"> ★ Automatically recall number bonds for numbers 0-10 ★ To know double facts ★ Compare quantities ★ Combine (add) amounts ★ Take away amounts
EAD	<ul style="list-style-type: none"> ★ Join in with pretend play ★ Sing songs ★ Enjoys listening to music ★ Create pictures / models ★ Draw a picture of myself 	<ul style="list-style-type: none"> ★ KAPOW - Christmas card ★ Develop storylines in play ★ Explore and engage in music making ★ Explore colour mixing ★ Name instruments 	<ul style="list-style-type: none"> ★ KAPOW - Junk modelling -Work with my friends to create a model ★ Think about what i am going to make, plan it and make it ★ Play instruments in time to music 	<ul style="list-style-type: none"> ★ Listen to music and move ★ Safely use tools and equipment ★ KAPOW - To make a bookmark ★ Talk about how music makes you feel ★ KAPOW - Hanging egg decoration 	<ul style="list-style-type: none"> ★ Perform songs and rhymes with my friends ★ KAPOW - flower threading ★ Retell and make up stories ★ KAPOW - To make soup / rainbow salad ★ Create own music compositions 	<ul style="list-style-type: none"> ★ Create something in a play project and talk about it ★ KAPOW - to make a boat that floats
UTW	<ul style="list-style-type: none"> ★ Talk about who is in my family ★ Tell you about the season Autumn and the key changes in the season ★ Tell you the days of the week 	<ul style="list-style-type: none"> ★ To tell you about toy bears from the past and how they are different to modern bears ★ KAPOW - hibernation box ★ Retell The Nativity and explain how Christians celebrate Christmas ★ Talk about people, places and events 	<ul style="list-style-type: none"> ★ Look at a map and tell you what I see ★ Draw a map of my journey to school ★ Direct the beebot on a map ★ Explain how life in England is different to life in China 	<ul style="list-style-type: none"> ★ Talk about inspirational people and why they are heroes ★ Tell you about the season Spring and the key changes in the season ★ Retell The Easter Story 	<ul style="list-style-type: none"> ★ Name the parts of a plant ★ Tell you what a seed needs to grow ★ Talk about how people grow and change over time 	<ul style="list-style-type: none"> ★ Tell you about the season Summer and the key changes in the season ★ Tell you about the life cycles of a butterfly and ladybird ★ Talk about how people have different religions

EYFS Studley Green - Long Term Planning 2022-2023

Continuous Provision - Skills Progression for supporting Child Initiated Learning

Development & progression of skills					
<i>Emerging</i> ----- <i>Developing</i> -----> <i>Secure</i>					
Sticking, fixing, joining & Collage	<ul style="list-style-type: none"> ★ Use glue sticks / spatulas with support ★ Learn to glue the item that needs sticking down with the right amount of glue 	<ul style="list-style-type: none"> ★ Use glue sticks / spatulas independently ★ Sticks pre cut / ripped items randomly ★ Join items with glue or tape 	<ul style="list-style-type: none"> ★ Sticks items that they have drawn / cut themselves ★ Explores joining with alternative items eg - treasury tags, split pins, string, ribbon 	<ul style="list-style-type: none"> ★ Adds other materials to develop pictures / models, e.g. tissue paper, glitter, ★ Creates detail, texture and pattern by sticking / joining items 	<ul style="list-style-type: none"> ★ Securely join items in a variety of ways including hinges ★ Describes what they have created
Cutting	<ul style="list-style-type: none"> ★ Tears paper using hands ★ Holds scissors - thumb on top ★ Learn to open and close the blade ★ Make snips 	<ul style="list-style-type: none"> ★ Snips paper using scissors moving forwards ★ Use hand to help hold and guide paper 	<ul style="list-style-type: none"> ★ Cuts straight lines ★ Cuts curved lines ★ Cuts within half inch of line 	<ul style="list-style-type: none"> ★ Cuts shapes, eg circles / squares within quarter inch of the line 	<ul style="list-style-type: none"> ★ Cuts complex shapes with skill and accuracy
Painting	<ul style="list-style-type: none"> ★ Use brushes to make marks with ready prepared paint ★ Use a fist grip with both hands then move to using one hand with tripod grip ★ Make marks with brush / roller / sponge ★ Name colours 	<ul style="list-style-type: none"> ★ Move brush in different ways (up, down, side to side) ★ Make marks with more tools, e.g brushes, stamps, sponges etc ★ Describe the marks they make ★ Mix primary colours to make secondary colours 	<ul style="list-style-type: none"> ★ Think of own ideas and make purposeful paintings ★ Create simple representations of people, animals, objects ★ Explore mixing things in paint and talk about the effects ★ Add white / black paint to alter shade 	<ul style="list-style-type: none"> ★ Begin to add more detail to paintings, selecting the correct tools for the purpose ★ Talk about paintings and ways they can improve them ★ Mix colours for purpose 	<ul style="list-style-type: none"> ★ Create detailed observational paintings ★ Experiment with paint techniques for a purpose ★ Select appropriate tools ★ Think carefully about details ★ Reflect on final product
Printing	<ul style="list-style-type: none"> ★ Explore making marks by printing with hands and fingers 	<ul style="list-style-type: none"> ★ Explore making marks by printing with objects and choose materials to make patterns 	<ul style="list-style-type: none"> ★ Choose printing materials to copy pictures ★ Choose appropriate shapes and colours 	<ul style="list-style-type: none"> ★ Uses real objects as stimulus for work ★ Thinks about form on the page 	<ul style="list-style-type: none"> ★ Uses own ideas for artwork ★ Talks about artwork, reflects on it and adapts to improve
Malleable	<ul style="list-style-type: none"> ★ Squash - squeeze in fist ★ Stretch - hold in both hands and pull ★ Pull up- pinch fingers and pull up ★ Make marks in dough ★ Use forwards and back motion ★ Flatten dough 	<ul style="list-style-type: none"> ★ Roll dough ★ Use cutters, scissors, tools ★ Use fingers to move excess away ★ Make 2D shapes such as balls with dough 	<ul style="list-style-type: none"> ★ Press things in to dough ★ Push holes in dough ★ Use hands and fingers to smooth the dough ★ Roll dough with pressure to reach desired size 	<ul style="list-style-type: none"> ★ Make 3D shapes with dough ★ Use tools to cut, shape, make marks ★ Add texture and pattern by using matchsticks / objects to make marks 	<ul style="list-style-type: none"> ★ Make 3D models with dough ★ Pinch to refine shapes ★ Select tools for desired effect of textures and pattern ★ Add materials to enhance model ★ Use tools confidently
Mark Making / Emergent Writing	<ul style="list-style-type: none"> ★ No hand preference ★ Fist grip ★ Makes marks with increasing control ★ Makes a variety of marks -scribbles, lines, circles ★ Give meaning to the marks they make 	<ul style="list-style-type: none"> ★ Cylindrical Grip ★ Makes marks that are letter like shapes / using familiar letters from their name ★ Tells you what they have written 	<ul style="list-style-type: none"> ★ Begins to show hand preference ★ Digital grasp ★ Makes marks using letters and clusters of letters that look like words ★ Writes using some sounds from words in the right order ★ 'Reads' writing to tell you what they have written 	<ul style="list-style-type: none"> ★ Shows dominant hand preference ★ Modified Tripod grasp ★ Confidently forms letters ★ Writes simple CVC words that can be read ★ Orally compose a sentence and hold it in memory before writing 	<ul style="list-style-type: none"> ★ Tripod grasp ★ Uses phonic knowledge to write words and sentences ★ Reads writing to check it makes sense
Drawing	<ul style="list-style-type: none"> ★ Make marks and tell you what they have drawn 	<ul style="list-style-type: none"> ★ Look closely and draw things that they observe / copy 	<ul style="list-style-type: none"> ★ Draw simple things from memory 	<ul style="list-style-type: none"> ★ Draw self portraits / people / objects / landscapes 	<ul style="list-style-type: none"> ★ Draw detailed recognisable pictures

Development & progression of skills

Emerging ----- *Developing* ----- *Secure*

Reading Area	<ul style="list-style-type: none"> ★ Listens to stories ★ Holds books carefully, the right way up and turns pages ★ Sing nursery rhymes using puppets 	<ul style="list-style-type: none"> ★ Repeat words and phrases / join in when listening to familiar stories ★ Use the pictures in the book to tell a story 	<ul style="list-style-type: none"> ★ Enjoy listening to longer stories ★ Ask and answer questions about what they have read / heard ★ Talk about new vocabulary 	<ul style="list-style-type: none"> ★ Anticipate what might happen next in a story ★ Re read books to build confidence in fluency 	<ul style="list-style-type: none"> ★ Engage in extended conversations about stories and use new vocab ★ Use phonic skills to decode books and read independently
Roleplay	<ul style="list-style-type: none"> ★ Engages in imaginary play alone with familiar resources ★ Plays independently without vocalising the narrative ★ Plays alongside others in own narrative 	<ul style="list-style-type: none"> ★ Joins in and engages in imaginary play with others ★ Uses own experiences to develop storylines ★ Dresses up ★ Acts out a familiar narrative with a group, eg mums/dads 	<ul style="list-style-type: none"> ★ Talk about what they are doing, describe actions, make characters talk and start a storyline based on learnt stories ★ Selects masks / costumes for a purpose 	<ul style="list-style-type: none"> ★ Creates own storylines using imagination ★ Identifies characters and a storyline, acts in character, gathers props for play ★ Uses character language while pretending 	<ul style="list-style-type: none"> ★ Creates a detailed storyline, uses story language & description in their play ★ Use / create own props and furniture ★ Listens and extends play with a group
Small World	<ul style="list-style-type: none"> ★ Participate in imaginative play with simple small world eg, farm, cars, trains, dolls ★ Repetitively plays the same narrative on their own ★ Plays without vocalising the narrative 	<ul style="list-style-type: none"> ★ Participates in small world related to songs / rhymes / stories ★ Talk about what they are doing, describe their actions and share their ideas with friends 	<ul style="list-style-type: none"> ★ Use Talk for writing to retell traditional stories with props ★ Acts out a familiar narrative with a group (eg mums and dads) 	<ul style="list-style-type: none"> ★ Create a story with characters, settings, problems and solutions. ★ Use story language whilst playing with small world 	<ul style="list-style-type: none"> ★ Create a detailed story using small world with story language, descriptive language and new vocabulary.
Construction	<ul style="list-style-type: none"> ★ Explore what the resources can do ★ Explore the area where they are building and check if enough space to build within ★ Explore what happens when bricks are placed on top of each other ★ Build towers - short, tall, long 	<ul style="list-style-type: none"> ★ Develop some understanding of safety when building ★ Think about what they want to build before building ★ Create enclosed spaces 	<ul style="list-style-type: none"> ★ Persevere with trial and error if the brick falls, try again or change something ★ Explore stacking / bridging / joining / balancing 	<ul style="list-style-type: none"> ★ Build with symmetry ★ Use a variety of resources to add to models ★ Add storylines to play ★ Problem solve when building to adapt the model 	<ul style="list-style-type: none"> ★ Construct with a purpose in mind, make a plan, build, adapt and evaluate end product ★ Understand how to make a structure secure ★ Select the right resources for the build
Sand play	<ul style="list-style-type: none"> ★ Explores sand using hands ★ Explore sand using different moulds and tools ★ Cover hands and objects in sand ★ Explore transporting sand ★ Explore adding water to sand 	<ul style="list-style-type: none"> ★ Use hands, spades, scoops to fill buckets and containers with sand ★ Use hands to smooth / pat / manipulate sand ★ Know when container is full / empty ★ Know when to turn bucket over 	<ul style="list-style-type: none"> ★ Select appropriate resources for digging ★ Dig with control and purpose ★ Bury / cover objects / tunnel in sand ★ Use a range of containers to manipulate sand n desired shape 	<ul style="list-style-type: none"> ★ Know that wet sand is easier to mould with ★ Know that wet sand is harder to sieve 	<ul style="list-style-type: none"> ★ Use a range of resources and tools in the sand with strength and control ★ Use a range of mathematical language to describe what is happening in the sand
Water play	<ul style="list-style-type: none"> ★ Explore water and observe how water moves ★ Enjoy filling and emptying containers ★ Fill containers until they overflow 	<ul style="list-style-type: none"> ★ Explore pouring water ★ Pour from one container into another with two hands ★ Begin to know when the container is full and doesn't require any more water 	<ul style="list-style-type: none"> ★ Pour from one container to another with one hand ★ Explore resources that aid pouring / transporting e.g. funnel ★ Explore different speeds when using utensils such as whisks / spoons 	<ul style="list-style-type: none"> ★ Develop accuracy when pouring from one container to another ★ Explore floating and sinking ★ Talk about what they see 	<ul style="list-style-type: none"> ★ Plan ways water can be transported without spillage ★ Control the speed of mixing and stirring ★ Use a range of vocabulary to describe what is happening in the water