



[illegible]







	2-year-olds Termly End-point			3- and 4-year-olds Termly End-point			Reception Termly End-point			KS1 links
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
	Turn pages of a book	Join in with nursery rhymes	Learn two traditional tales	Create music to retell stories	Use puppets to retell stories	Know five traditional tales	Perform puppet shows	Sequence stories using first, next, then	Narrate a story for others to perform	<b>English – Spoken Language</b> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>
Tell a story	<ul style="list-style-type: none"> <li>Use 3 to 4 word sentences</li> <li>Join in with nursery rhymes</li> <li>Join in with repeating phrases of a know story</li> <li>Name nouns in a story</li> <li>Role play stories with adults</li> <li>Create storylines in small world play</li> <li>Ask questions about the book. Makes comments and shares their own ideas.</li> <li>Enjoy sharing books with an adult.</li> <li>Turn pages of a book.</li> </ul>			<ul style="list-style-type: none"> <li>Act out known stories and nursery rhymes</li> <li>Retell a known story</li> <li>Speak in simple sentences</li> <li>Join in with sensory stories</li> <li>Create music to retell stories</li> <li>Create more complex storylines in small world play</li> <li>Use verbs to explain character actions</li> <li>Invent their own characters</li> <li>Invent their own storylines in imaginative play</li> </ul>			<ul style="list-style-type: none"> <li>Talk in sentences</li> <li>Use adjectives and interesting verbs</li> <li>Make sensory stories using musical instruments</li> <li>Understand the beginning middle and end of stories</li> <li>Begin to improvise</li> <li>Continue to develop complex storylines for small world and imaginative play</li> <li>Make props and costumes</li> <li>Create books</li> <li>Develop phonics knowledge and use this to write sentences</li> <li>Take part in show and tell</li> <li>Tell a story of what they did over half term</li> <li>Use images to talk about changes from the past.</li> </ul>			<b>English – Written Composition</b> <ul style="list-style-type: none"> <li>write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> </li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality.</li> </ul> <b>Music</b> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>
Vocabulary	Characters, beginning middle end, listen, the end, imagine, once upon a time, traditional take, imagination, create, good/bad, villain, hero, wicked, evil, problem, solution, setting, story line, where, what, who, when , happy ending, time connectives, book, pictures, illustrator, read, retell, improvise, act out, plot, twist, make, title, author, nursery rhymes, songs, actions, dancing, again, repeat, repetition, boring, like, dislike, favourite, exciting,									<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>



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	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
	Move to music	Join in actions of a song	Share what they like about parties	Decorate the home corner for celebrations	Explain how they celebrate different occasions	Write 2 or more letters of their name	Write their name	Create party decorations	Write an invitation	<b>History</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality.</li> </ul> <b>Music</b> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <b>English – Written Composition</b> <ul style="list-style-type: none"> <li>write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> </li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Plan a celebration	<ul style="list-style-type: none"> <li>Celebrate birthdays</li> <li>Use photos from home to share celebrations</li> <li>Dress up for pretend play</li> <li>Join in actions of a song</li> <li>Mud kitchen – make cakes and party food</li> <li>Join in on party days</li> <li>Share what they like about parties</li> <li>Fine motor activities</li> <li>Recognise the first letter of their name.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise their name</li> <li>Phase 1 phonics</li> <li>Make and write cards</li> <li>Mark making, begin to hold tools with comfortable grip</li> <li>Write invitations for story characters</li> <li>Explain how they celebrate different occasions</li> <li>Understand other people may celebrate differently</li> <li>Verbally invite others to join play</li> <li>Role play celebrations</li> <li>Decorate the home corner for celebrations</li> <li>Mud kitchen – make cake and party food</li> <li>Learn songs and nursery rhymes</li> <li>Join in dancing – boogie time</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Understand yesterday, today, tomorrow</li> <li>Sing songs. Create their own songs or improvise a song around one they know.</li> </ul>			<ul style="list-style-type: none"> <li>Phonics and letter formation</li> <li>Sentence construction</li> <li>Write an invitation</li> <li>Write a recipe</li> <li>Ask questions</li> <li>Interview adults on how they celebrate</li> <li>Understand ‘the future’ as something that will happen</li> <li>Understand the past as already happened</li> <li>Learn about celebrations in the past (e.g How their parents celebrated Christmas)</li> <li>Make choices and decisions</li> <li>Create party decorations</li> <li>Decorate the home corner for different celebrations</li> <li>Learn different types of dancing</li> <li>Learn songs by heart</li> <li>Plan a party</li> </ul>			
Vocabulary	Celebration, celebration, party, festive, party hat, dancing, singing, decorate, plan, invitation, wedding, baby shower, Chinese new year, easter, Eid, Christmas, birthdays, Harvest, friends, invite, guests, reply, envelope, food, special, function, present, wrap, flowers, party clothes, party games, traditions, yesterday, today, tomorrow, past, present future, cake, ingredients, candles, family, card, give, receive, thank you, Diwali, light, henna, colours, interview, question, answer, different, same, sharing, instruments, music.									



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	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
	Name body parts and facial features	Explore colour mixing and name five colours	Mark make and put meaning to their work	Choose materials and media to create their work	Self-serve own paint carefully	Take photos of themselves and others	Explore colour mixing to make secondary colours.	Use mirrors to draw themselves, looking for detail.	Deconstruct and reconstruct art work.	<b>Art and Design</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <b>Science – Materials</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
Create a self portrait	<ul style="list-style-type: none"> <li>Use mirrors to look at themselves</li> <li>Pull faces to show different emotions</li> <li>Name body parts and facial features</li> <li>Look at photos and find themselves and others</li> <li>Know their own name and respond</li> <li>Look at photos of other people</li> <li>Explore painting and different media</li> <li>Explore colour mixing, begin to name colours</li> <li>Mark make and put meaning to their work</li> <li>Use a variety of tools</li> <li>Sensory play</li> </ul>			<ul style="list-style-type: none"> <li>Self-serve own paint carefully</li> <li>Name colours</li> <li>Explore colour mixing to make new colours</li> <li>Use a variety of tools in interesting ways</li> <li>Choose materials and media to create their work</li> <li>Look at illustrations and talk about what they see</li> <li>Use training scissors, progressing to child scissors</li> <li>Draw and paint different emotions</li> <li>Name emotions and how they are feeling (zones of regulation)</li> <li>Take photos of themselves and others</li> <li>Use mirrors to draw themselves</li> <li>Discuss similarities and differences of people</li> <li>Understand that people have different skin colours</li> <li>Share their opinion on their own and friends paintings</li> <li>Return to their work to improve, respond to feedback or to use a new media</li> </ul>			<ul style="list-style-type: none"> <li>Explore a range of artists</li> <li>Comment on what they like and dislike</li> <li>Use stem sentences to discuss artwork (details, colours)</li> <li>Look for details in paintings</li> <li>Use a range of media</li> <li>Use scissors proficiently</li> <li>Use mirrors to draw themselves, looking for detail</li> <li>Begin to show understanding of face proportion</li> <li>Explore colour mixing to make secondary colours</li> <li>Mix their own skin colour</li> <li>Use a range of media and tools</li> <li>Select appropriate tools and explain why they chose them</li> <li>Collect their own materials to create artwork</li> <li>Use and name a range of natural and manmade materials</li> <li>Discuss emotions and the emotions different colour provoke</li> <li>Take photos of themselves and others</li> <li>Begin to manipulate photos using editing apps</li> <li>Deconstruct and reconstruct art work</li> <li>Make choices and decisions to take risks</li> </ul>			
Vocabulary	Mirrors, paint, draw, features, eye, nose, mouth, hair, smile, difference, similar, texture, eye colour, skin tone, mixing, make, create, photos, look, emotion, big, small, selfie, camera, edit, zoom, me, people, friend, family, artists, details, media, primary colours, secondary colours, frame, natural, curly, straight, short, long, sketch, design, shade, craft, eyelashes, wrinkles, mole, freckles, scar, eyebrows									