

Osboldwick Primary Academy EYFS  
Sequenced Development of Areas of Learning Objectives  
Nursery

Main Themes: Themes may be adapted to respond to children's interests and/or needs	Cycle 1	Cycle 2	Cycle 3
	Autumn	Spring	Summer
	Marvellous Mel Let's Celebrate	Once Upon a Time Around the World	Growing and Changing
Calendar Events	Harvest Bonfire Night Diwali Remembrance Sunday Christmas	Chinese New Year Pancake Day Mother's Day Easter	Transition
Prime Areas - Ongoing			
Communication and Language	<ul style="list-style-type: none"> <li>Beginning to use a wider range of vocabulary</li> <li>Beginning to understand a question or instruction that has two parts such as "Get your coat and wait at the door".</li> <li>Beginning to understand "why" questions, like "Why do you think the caterpillar got so fat?"</li> <li>Beginning to sing some songs from a repertoire of songs</li> <li>Beginning to know some rhymes</li> <li>Beginning to talk about familiar books</li> <li>Beginning to be able to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>Developing the use of a wider range of vocabulary</li> <li>Developing an understanding of a question or instruction that has two parts</li> <li>Developing an understanding of "why" questions</li> <li>Developing a repertoire of an increasing number of songs</li> <li>Developing an increasing repertoire of rhymes</li> <li>Developing the ability to talk about familiar books</li> <li>Developing the ability to be able to tell a story of increasing length</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the use of a wider vocabulary</li> <li>Demonstrates an understanding of a question or instruction that has two parts</li> <li>Demonstrates an understanding of "why" questions</li> <li>Demonstrates a large repertoire of songs</li> <li>Demonstrates the knowledge of many rhymes</li> <li>Demonstrates the ability to talk about familiar books</li> <li>Demonstrates the ability to be able to tell a long story</li> </ul>

	<ul style="list-style-type: none"> <li>• Beginning to develop their communication but may have problems with some irregular tenses and plurals</li> <li>• Beginning to develop their pronunciation but may have some problems in saying some sounds or multi-syllabic words</li> <li>• Beginning to use longer sentences of four to six words</li> <li>• Beginning to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Beginning to start a conversation with an adult or a friend and continue it for many turns</li> <li>• Beginning to use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver".</li> </ul>	<ul style="list-style-type: none"> <li>• Developing their communication but may have problems with some irregular tenses and plurals</li> <li>• Developing their pronunciation but may have some problems in saying some sounds or multi-syllabic words</li> <li>• Developing the use of longer sentences of four to six words</li> <li>• Developing the ability to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Developing the ability to start a conversation with an adult or a friend and continue it for many turns</li> <li>• Developing the ability to use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver".</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective communication but may have problems with some irregular tenses and plurals</li> <li>• Demonstrates clear pronunciation but may have some problems in saying some sounds or multi-syllabic words</li> <li>• Demonstrates the use of longer sentences of four to six words</li> <li>• Demonstrates the ability to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Demonstrates the ability to start a conversation with an adult or a friend and continue it for many turns</li> <li>• Demonstrates the ability to use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver".</li> </ul>
Physical Development  Gross Motor Skills	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Beginning to further develop their movement, balancing, riding and ball skills</li> <li>• Beginning to go up steps and stairs or climb up apparatus using alternate feet</li> <li>• Beginning to skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Beginning to use large muscle movement to wave flags and</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Develop their sense of movement, balancing, riding and ball skills</li> <li>• Developing the ability to go up steps and stairs or climb up apparatus using alternate feet</li> <li>• Developing the ability to skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Developing the ability to use large muscle movement to wave flags and streamers, paint and make</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Demonstrates a confident sense of movement, balancing, riding and ball skills</li> <li>• Demonstrates the ability to go up steps and stairs or climb up apparatus using alternate feet</li> <li>• Demonstrates the ability to skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Demonstrates the ability to use</li> </ul>

	<p>streamers, paint and make marks</p> <ul style="list-style-type: none"> <li>• Beginning to start taking part in scom group activities which they make up for themselves or in teams</li> <li>• Beginning to increasingly use and remember sequence and patterns of movements which are related to music and rhythm</li> <li>• Beginning to match their developing physical skills to tasks and activities in the setting.</li> <li>• Beginning to choose the right resources to carry out their own plan.</li> <li>• Beginning to collaborate with others to manage large items, such as moving heavier equipment</li> </ul>	<p>marks</p> <ul style="list-style-type: none"> <li>• Developing the ability to start taking part in scom group activities which they make up for themselves or in teams</li> <li>• Developing the ability to increasingly use and remember sequence and patterns of movements which are related to music and rhythm</li> <li>• Developing the ability to match their developing physical skills to tasks and activities in the setting.</li> <li>• Developing the ability to choose the right resources to carry out their own plan.</li> <li>• Developing the ability to collaborate with others to manage large items, such as moving heavier equipment</li> </ul>	<p>large muscle movement to wave flags and streamers, paint and make marks</p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to start taking part in scom group activities which they make up for themselves or in teams</li> <li>• Demonstrates the ability to be increasingly use and remember sequence and patterns of movements which are related to music and rhythm</li> <li>• Demonstrates the ability to match their developing physical skills to tasks and activities in the setting.</li> <li>• Demonstrates the ability to choose the right resources to carry out their own plan.</li> <li>• Demonstrates the ability to collaborate with others to manage large items, such as moving heavier equipment</li> </ul>
<p>Physical Development</p> <p>Fine Motor Skills</p>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Beginning to use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Beginning to use a comfortable grip with good control when holding pens and pencils</li> <li>• Beginning to show a preference for a dominant hand</li> <li>• Beginning to be increasingly independent as they get dressed and undressed for example putting</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Developing the ability to use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Developing the ability to use a comfortable grip with good control when holding pens and pencils</li> <li>• Developing the ability to show a preference for a dominant hand</li> <li>• Developing the ability to be increasingly independent as they get dressed and undressed for</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Demonstrates the ability to use a comfortable grip with good control when holding pens and pencils</li> <li>• Demonstrates the ability to show a preference for a dominant hand</li> <li>• Demonstrates the ability to be increasingly independent as they get dressed and undressed for</li> </ul>

	coats on and off and doing up zips.	example putting coats on and off and doing up zips.	example putting coats on and off and doing up zips.
Personal, Social and Emotional Development	<p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Beginning to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li> <li>• Beginning to develop their sense of responsibility and membership of a community</li> <li>• Beginning to be more outgoing with unfamiliar people in the safe context of their setting</li> <li>• Beginning to show more confidence in new social situations</li> <li>• Beginning to play with one or more other children extending and elaborating play ideas.</li> <li>• Beginning to find solutions to conflicts and rivalries for example turn taking and suggesting other ideas.</li> <li>• Beginning to increasingly follow rules and beginning to understand why they are important</li> <li>• Beginning to remember rules without needing an adult to remind them.</li> <li>• Beginning to develop appropriate ways of being assertive</li> <li>• Beginning to talk with others to solve conflicts</li> </ul>	<p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Developing the ability to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li> <li>• Developing their sense of responsibility and membership of a community</li> <li>• Developing the ability to be more outgoing with unfamiliar people in the safe context of their setting</li> <li>• Developing the ability to show more confidence in new social situations</li> <li>• Developing the ability to play with one or more other children extending and elaborating play ideas.</li> <li>• Developing the ability to find solutions to conflicts and rivalries for example turn taking and suggesting other ideas.</li> <li>• Developing the ability to increasingly follow rules and developing an understanding as to why they are important</li> <li>• Developing the ability to remember rules without needing an adult to remind them.</li> <li>• Developing appropriate ways of being assertive</li> </ul>	<p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li> <li>• Demonstrates their sense of responsibility and membership of a community</li> <li>• Demonstrates the ability to be more outgoing with unfamiliar people in the safe context of their setting</li> <li>• Demonstrates the ability to show more confidence in new social situations</li> <li>• Demonstrates the ability to play with one or more other children extending and elaborating play ideas.</li> <li>• Demonstrates the ability to find solutions to conflicts and rivalries for example turn taking and suggesting other ideas.</li> <li>• Demonstrates the ability to increasingly follow rules and demonstrating an understanding as to why they are important</li> <li>• Demonstrates the ability to remember rules without needing an adult to remind them.</li> </ul>

	<ul style="list-style-type: none"> <li>Beginning to talk about their feelings using words like "happy", "sad", "angry", "worried"</li> <li>Beginning to understand gradually how others might be feeling</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Beginning to be independent in meeting their own care needs eg: using the toilet, washing and drying their hands</li> <li>Beginning to make healthy choices about food, drink and activities.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Beginning to see themselves as a valuable individual</li> <li>Beginning to build constructive and respectful relationships</li> <li>Beginning to express their feelings and consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>Developing the ability to talk with others to solve conflicts</li> <li>Developing the ability to talk about their feelings using words like "happy", "sad", "angry", "worried"</li> <li>Developing the ability to understand how others might be feeling</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Developing the ability to be independent in meeting their own care needs eg: using the toilet, washing and drying their hands</li> <li>Developing the ability to make healthy choices about food, drink and activities.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Developing the ability to see themselves as a valuable individual</li> <li>Developing the ability to build constructive and respectful relationships</li> <li>Developing the ability to express their feelings and consider the feelings of other</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate ways of being assertive</li> <li>Demonstrates the ability to talk with others to solve conflicts</li> <li>Demonstrates the ability to talk about their feelings using words like "happy", "sad", "angry", "worried"</li> <li>Demonstrates an understanding of how others might be feeling</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Demonstrates independence in meeting their own care needs eg: using the toilet, washing and drying their hands</li> <li>Demonstrates the ability to make healthy choices about food, drink and activities.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Demonstrates the ability to see themselves as a valuable individual</li> <li>Demonstrates the ability to build constructive and respectful relationships</li> <li>Demonstrates the ability to express their feelings and consider the feelings of others</li> </ul>
Specific Areas			
Literacy Comprehension	<ul style="list-style-type: none"> <li>Beginning to understand the 5 concepts about print:             <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>English texts are read from left to right and from top to bottom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Developing the ability to understand the 5 concepts about print:             <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>English texts are read from left to right and from top to bottom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to understand the 5 concepts about print:             <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>English texts are read from left to right and from top to bottom</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> <li>● Beginning to engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> <li>● Developing the ability to engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> <li>● Demonstrates the ability to engage in extended conversations about stories, learning new vocabulary</li> </ul>
Literacy Reading and Phonics	<ul style="list-style-type: none"> <li>● Beginning to develop their phonological awareness so that they can: <ul style="list-style-type: none"> <li>○ Spot and suggest rhymes</li> <li>○ Count or clap syllables in a word</li> <li>○ Recognise words with the same initial sound</li> </ul> </li> <li>● Beginning to engage in sharing high-quality stories and poems • learning a range of nursery rhymes and action rhymes</li> <li>● Beginning to engage in activities that develop focused listening and attention, including oral blending</li> <li>● Beginning to engage with high-quality language with adults and to explore new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Developing the ability to develop their phonological awareness so that they can: <ul style="list-style-type: none"> <li>○ Spot and suggest rhymes</li> <li>○ Count or clap syllables in a word</li> <li>○ Recognise words with the same initial sound</li> </ul> </li> <li>● Developing the ability to engage in sharing high-quality stories and poems • learning a range of nursery rhymes and action rhymes</li> <li>● Developing the ability to engage in activities that develop focused listening and attention, including oral blending</li> <li>● Developing the ability to engage with high-quality language with adults and to explore new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates the ability to develop their phonological awareness so that they can: <ul style="list-style-type: none"> <li>○ Spot and suggest rhymes</li> <li>○ Count or clap syllables in a word</li> <li>○ Recognise words with the same initial sound</li> </ul> </li> <li>● Demonstrates the ability to engage in sharing high-quality stories and poems • learning a range of nursery rhymes and action rhymes</li> <li>● Demonstrates to engage in activities that develop focused listening and attention, including oral blending</li> <li>● Demonstrates to engage with high-quality language with adults and to explore new vocabulary</li> </ul>
Literacy Writing Phonics	<ul style="list-style-type: none"> <li>● Beginning to use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list, writing "m" for mummy</li> <li>● Beginning to attempt to write their own name</li> <li>● Beginning to write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>● Developing the ability to use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list, writing "m" for mummy</li> <li>● Developing the ability to attempt to write their own name</li> <li>● Developing the ability to write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates the ability to use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list, writing "m" for mummy</li> <li>● Demonstrates the ability to attempt to write their own name</li> <li>● Demonstrates the ability to write</li> </ul>

			some letters accurately
Maths	<ul style="list-style-type: none"> <li>• Beginning to develop fast recognition of up to 3 objects, without having to count them individually (subitising)</li> <li>• Beginning to recite numbers past 5</li> <li>• Beginning to say one number of each item in order - 1,2,3,4,5</li> <li>• Beginning to know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>• Beginning to show "finger numbers" up to 5</li> <li>• Beginning to link numerals and amounts for example showing the right number of objects for the numeral 5.</li> <li>• Beginning to experiment with their own symbols and marks as well as numerals</li> <li>• Beginning to solve real world maths problems with numbers up to 5</li> <li>• Beginning to compare quantities using language: "more than", "fewer than"</li> <li>• Beginning to talk about and explore 2D and 3D shapes (for example circles, rectangles, triangle and cuboids) using informal and mathematical language "sides, corners, straight, flat, round"</li> <li>• Beginning to understand position</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to develop fast recognition of up to 3 objects, without having to count them individually (subitising)</li> <li>• Developing the ability to recite numbers past 5</li> <li>• Developing the ability to say one number of each item in order - 1,2,3,4,5</li> <li>• Developing the ability to know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>• Developing the ability to show "finger numbers" up to 5</li> <li>• Developing the ability to link numerals and amounts for example showing the right number of objects for the numeral 5.</li> <li>• Developing the ability to experiment with their own symbols and marks as well as numerals</li> <li>• Developing the ability to solve real world maths problems with numbers up to 5</li> <li>• Developing the ability to compare quantities using language: "more than", "fewer than"</li> <li>• Developing the ability to talk about and explore 2D and 3D shapes (for example circles, rectangles, triangle and cuboids) using informal and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to develop fast recognition of up to 3 objects, without having to count them individually (subitising)</li> <li>• Demonstrates the ability to recite numbers past 5</li> <li>• Demonstrates the ability to say one number of each item in order - 1,2,3,4,5</li> <li>• Demonstrates the ability to know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>• Demonstrates the ability to show "finger numbers" up to 5</li> <li>• Demonstrates the ability to link numerals and amounts for example showing the right number of objects for the numeral 5.</li> <li>• Demonstrates the ability to experiment with their own symbols and marks as well as numerals</li> <li>• Demonstrates the ability to solve real world maths problems with numbers up to 5</li> <li>• Demonstrates the ability to compare quantities using language: "more than", "fewer than"</li> <li>• Demonstrates the ability to talk about and explore 2D and 3D shapes (for example circles, rectangles, triangle and cuboids)</li> </ul>



	<p>through words along - "the bag is under the table" - with no pointing</p> <ul style="list-style-type: none"> <li>• Beginning to describe a familiar route</li> <li>• Beginning to discuss routes and locations using words like "in front of, behind"</li> <li>• Beginning to make comparisons between objects relating to size, length, weight, capacity</li> <li>• Beginning to select shapes appropriately for tasks</li> <li>• Beginning to combine shapes to make new ones for example an arch, a bigger triangle</li> <li>• Beginning to talk about and identify patterns around them - stripes, designs, using informal language - "spotty, pointy, blobs"</li> <li>• Beginning to extend and create ABAB patterns - stick, leaf, stick, leaf</li> <li>• Beginning to describe a sequence of events real or fictional using words such as "first, then, next..."</li> </ul>	<p>mathematical language "sides, corners, straight, flat, round"</p> <ul style="list-style-type: none"> <li>• Developing the ability to understand position through words along - "the bag is under the table" - with no pointing</li> <li>• Developing the ability to describe a familiar route</li> <li>• Developing the ability to discuss routes and locations using words like "in front of, behind"</li> <li>• Developing the ability to make comparisons between objects relating to size, length, weight, capacity</li> <li>• Developing the ability to select shapes appropriately for tasks</li> <li>• Developing the ability to combine shapes to make new ones for example an arch, a bigger triangle</li> <li>• Developing the ability to talk about and identify patterns around them - stripes, designs, using informal language - "spotty, pointy, blobs"</li> <li>• Developing the ability to extend and create ABAB patterns - stick, leaf, stick, leaf</li> <li>• Developing the ability to describe a sequence of events real or fictional using words such as "first, then, next..."</li> </ul>	<p>using informal and mathematical language "sides, corners, straight, flat, round"</p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to understand position through words along - "the bag is under the table" - with no pointing</li> <li>• Demonstrates the ability to describe a familiar route</li> <li>• Demonstrates the ability to discuss routes and locations using words like "in front of, behind"</li> <li>• Demonstrates the ability to make comparisons between objects relating to size, length, weight, capacity</li> <li>• Demonstrates the ability to select shapes appropriately for tasks</li> <li>• Demonstrates the ability to combine shapes to make new ones for example an arch, a bigger triangle</li> <li>• Demonstrates the ability to talk about and identify patterns around them - stripes, designs, using informal language - "spotty, pointy, blobs"</li> <li>• Demonstrates the ability to extend and create ABAB patterns - stick, leaf, stick, leaf</li> <li>• Demonstrates the ability to describe a sequence of events real or fictional using words such as "first, then, next..."</li> </ul>
Understanding the	<ul style="list-style-type: none"> <li>• Beginning to use all their sense in</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to use all</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to use all</li> </ul>



World	<p>hands-on materials</p> <ul style="list-style-type: none"> <li>• Beginning to explore collections of materials with similar and/or different properties</li> <li>• Beginning to talk about what they see, using a wide vocabulary</li> <li>• Beginning to make sense of their own life story and family's history</li> <li>• Beginning to show an interest in different occupations</li> <li>• Beginning to explore how things work</li> <li>• Beginning to plant seeds and care for growing plants</li> <li>• Beginning to understand the key features of the life cycle of a plant and an animal</li> <li>• Beginning to understand the need to respect and care for the natural environment and all living things</li> <li>• Beginning to explore and talk about different force they can feel</li> <li>• Beginning to talk about the difference s between materials and changes they notice</li> <li>• Beginning to develop positive attitudes about the differences between people</li> <li>• Beginning to know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<p>their sense in hands-on materials</p> <ul style="list-style-type: none"> <li>• Developing the ability to explore collections of materials with similar and/or different properties</li> <li>• Developing the ability to talk about what they see, using a wide vocabulary</li> <li>• Developing the ability to make sense of their own life story and family's history</li> <li>• Developing the ability to show an interest in different occupations</li> <li>• Developing the ability to explore how things work</li> <li>• Developing the ability to plant seeds and care for growing plants</li> <li>• Developing the ability to understand the key features of the life cycle of a plant and an animal</li> <li>• Developing the ability to understand the need to respect and care for the natural environment and all living things</li> <li>• Developing the ability to explore and talk about different force they can feel</li> <li>• Developing the ability to talk about the difference s between materials and changes they notice</li> <li>• Developing the ability to develop positive attitudes about the differences between people</li> <li>• Developing the ability to know that there are different countries in the world and talk about the differences they have experienced</li> </ul>	<p>their sense in hands-on materials</p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to explore collections of materials with similar and/or different properties</li> <li>• Demonstrates the ability to talk about what they see, using a wide vocabulary</li> <li>• Demonstrates the ability to make sense of their own life story and family's history</li> <li>• Demonstrates the ability to show an interest in different occupations</li> <li>• Demonstrates the ability to explore how things work</li> <li>• Demonstrates the ability to plant seeds and care for growing plants</li> <li>• Demonstrates the ability to understand the key features of the life cycle of a plant and an animal</li> <li>• Demonstrates the ability to understand the need to respect and care for the natural environment and all living things</li> <li>• Demonstrates the ability to explore and talk about different force they can feel</li> <li>• Demonstrates the ability to talk about the difference s between materials and changes they notice</li> <li>• Demonstrates the ability to develop positive attitudes about the differences between people</li> <li>• Demonstrates the ability to know that there are different countries in the world and talk about the differences they have experienced</li> </ul>
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		or seen in photos	or seen in photos
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Beginning to take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>• Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc</li> <li>• Beginning to make imaginative and complex "small words" with blocks and construction kits, such as a city with different building and a park</li> <li>• Beginning to explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Beginning to develop their own ideas and then decide which materials to use to express them</li> <li>• Beginning to join different materials and explore different textures</li> <li>• Beginning to create closed shapes with continuous lines and beginning to use these shapes to represent objects</li> <li>• Beginning to draw with increasing complexity and detail, such as representing a face as a circle and adding details</li> <li>• Beginning to use drawing to represent ideas like movement or loud noise</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>• Developing the ability to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc</li> <li>• Developing the ability to make imaginative and complex "small words" with blocks and construction kits, such as a city with different building and a park</li> <li>• Developing the ability to explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Developing the ability to develop their own ideas and then decide which materials to use to express them</li> <li>• Developing the ability to join different materials and explore different textures</li> <li>• Developing the ability to create closed shapes with continuous lines and beginning to use these shapes to represent objects</li> <li>• Developing the ability to draw with increasing complexity and detail, such as representing a face as a circle and adding details</li> <li>• Developing the ability to use drawing to represent ideas like</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>• Demonstrates the ability to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc</li> <li>• Demonstrates the ability to make imaginative and complex "small words" with blocks and construction kits, such as a city with different building and a park</li> <li>• Demonstrates the ability to explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Demonstrates the ability to develop their own ideas and then decide which materials to use to express them</li> <li>• Demonstrates the ability to join different materials and explore different textures</li> <li>• Demonstrates the ability to create closed shapes with continuous lines and beginning to use these shapes to represent objects</li> <li>• Demonstrates the ability to draw with increasing complexity and detail, such as representing a face as a circle and adding details</li> <li>• Demonstrates the ability to use</li> </ul>

	<ul style="list-style-type: none"> <li>• Beginning to show different emotions in their drawings and paintings like happiness, sadness, fear</li> <li>• Beginning to listen with increased attention to sounds</li> <li>• Beginning to respond to what they have heard, expressing their thoughts and feelings</li> <li>• Beginning to remember and sing entire songs</li> <li>• Beginning to sing the pitch of a tone sung by another person "pitch match"</li> <li>• Beginning to sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</li> <li>• Beginning to create their own songs or improvise a song around one they know</li> <li>• Beginning to play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p>movement or loud noise</p> <ul style="list-style-type: none"> <li>• Developing the ability to show different emotions in their drawings and paintings like happiness, sadness, fear</li> <li>• Developing the ability to listen with increased attention to sounds</li> <li>• Developing the ability to respond to what they have heard, expressing their thoughts and feelings</li> <li>• Developing the ability to remember and sing entire songs</li> <li>• Developing the ability to sing the pitch of a tone sung by another person "pitch match"</li> <li>• Developing the ability to sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</li> <li>• Developing the ability to create their own songs or improvise a song around one they know</li> <li>• Developing the ability to play instruments with increasing control to express their feelings and ideas</li> </ul>	<p>drawing to represent ideas like movement or loud noise</p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to show different emotions in their drawings and paintings like happiness, sadness, fear</li> <li>• Demonstrates the ability to listen with increased attention to sounds</li> <li>• Demonstrates the ability to respond to what they have heard, expressing their thoughts and feelings</li> <li>• Demonstrates the ability to remember and sing entire songs</li> <li>• Demonstrates the ability to sing the pitch of a tone sung by another person "pitch match"</li> <li>• Demonstrates the ability to sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</li> <li>• Demonstrates the ability to create their own songs or improvise a song around one they know</li> <li>• Demonstrates the ability to play instruments with increasing control to express their feelings and ideas</li> </ul>
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