

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS 1 Long Term Map 2019/20</b>	<b>Settling in week/</b>	<b>Off on an Adventure</b>	<b>Out and About Our world</b>	<b>Animals (to include growing)</b>		<b>Storyland</b>
<b>Focus text</b>	<b>5 little ducks 5 current buns 5 Little speckled frogs</b>	<b>Handa's surprise  Aliens love underpants Room on a broom</b>	<b>The Train Ride Duck in the Truck</b>	<b>The Very Hungry Caterpillar Dear Zoo Animal Boogie Titch</b>		<b>Three Little Pigs Goldilocks and the Three Bears</b>
<b>Communication and language</b>	<b>Listening and Attention</b> 22-36 months <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> </ul> <b>30-50 months</b> <ul style="list-style-type: none"> <li>• Listens to others one to one or in</li> </ul>	<b>Understanding</b> 22-36 months <ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture,</li> <li>• Understands more complex sentences,.'</li> <li>• Understands 'who', 'what', 'where' in simple questions</li> <li>• Developing understanding of simple concepts</li> </ul> <b>30-50 months</b> <ul style="list-style-type: none"> <li>• Understands use of objects</li> </ul>	<b>Speaking</b> 22-36 months <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk,</li> <li>• Uses a variety of questions</li> <li>• Uses simple sentences</li> <li>• Beginning to use word endings</li> </ul> <b>30-50 months</b> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts</li> <li>• Can retell a simple past event in correct</li> </ul>	<b>Speaking</b> 30-50 months <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts</li> <li>• Can retell a simple past event in correct order</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations.</li> <li>• Uses a range of tenses</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> </ul>	<b>Speaking + Listening and Attention</b> <ul style="list-style-type: none"> <li>• Questions why things happen and gives explanations.</li> <li>• Uses a range of tenses</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocab focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocab that reflects the breadth of their experiences.</li> <li>• Uses talk pretending that objects stand for something else in play</li> </ul> <b>40-60 months</b> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> </ul> <b>Listening and Attention</b> <ul style="list-style-type: none"> <li>• Joins in with repeated</li> </ul>	<b>Speaking + Understanding</b> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <b>Understanding 30-50 months</b> <ul style="list-style-type: none"> <li>• Understands use of objects</li> <li>• Understanding of prepositions by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions,</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <b>Introducing 40-60 mo</b> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence.</li> </ul>

	small groups, when conversation interests them.		order • Uses talk to connect ideas, explain what is happening/ anticipate what might happen next, recall and relive past experiences.	• Uses talk in pretending that objects stand for something else in play,	refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention –. • Is able to follow directions <b>40-60 months</b> • Maintains attention, concentrates during appropriate activity. • Two-channelled attention -short span.	• Understands humour, • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion
<b>Physical development</b>	<b>PE- Health and self-care</b> 22-36 months • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.	<b>Moving and handling</b> 22-36 months • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) • Imitates drawing simple shapes such as circles and lines • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand <b>30-50months</b>	<b>Moving and handling</b> 30-50months • Moves freely and with pleasure and confidence in a range of ways • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers,	<b>Moving and handling</b> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <b>40-60 months</b> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing	<b>Health and self-care</b> 30-50months • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	<b>Health and self-care</b> 30-50months • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, <b>40-60 months</b> • Eats a healthy range of foodstuffs and understands need for variety in food • Usually dry and clean during the day. • Shows some understanding that good practices with

		<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> </ul>	<p>no longer using whole-hand grasp.</p> <ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters,</li> </ul>	<p>direction to avoid obstacles.</p> <ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>		<p>regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> </ul>
<p><b>Personal, social and emotional development</b></p>	<p><b>Making relationships</b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<p><b>Making relationships</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul>	<p><b>Managing feeling and behaviour</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events,</li> </ul>	<p><b>Managing feeling and behaviour</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events,</li> </ul> <p><b>Introducing</b> 40-60+ months</p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of</li> </ul>	<p><b>Self-confidence and self-awareness</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<p><b>Self-confidence and self-awareness</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>40-60 months</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in</li> </ul>

				behavioural expectations in the setting. <ul style="list-style-type: none"> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul>		positive terms and talk about abilities.
<b>Literacy</b>	<b>Reading</b> 22-36months <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<b>Writing</b> 22-36months <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	<b>Reading and writing</b> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <b>Writing</b> <b>30-50 months</b> <ul style="list-style-type: none"> <li>• Sometimes gives</li> </ul>	<b>Writing</b> 30-50 months <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<b>Reading and writing</b> <ul style="list-style-type: none"> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> </ul> <b>40-60 months</b> <ul style="list-style-type: none"> <li>• Cont rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <b>Writing</b> <b>40-60 months</b> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words</li> </ul>

				<p>meaning to marks as they draw and paint.</p> <ul style="list-style-type: none"> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>		<p>and blend them together.</p> <ul style="list-style-type: none"> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>
<b>Maths</b>	<p><b>Number</b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<p><b>SSM</b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future, e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	<p><b>Number</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> </ul>	<p><b>SSM</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Shows curiosity about nos by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Recognises some numerals of significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to 3 or 4 objects, saying one number name for each item.</li> <li>• Counts actions or</li> </ul>	<p><b>SSM</b></p> <ul style="list-style-type: none"> <li>• Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> </ul>

					<p>objects which cannot be moved.</p> <ul style="list-style-type: none"> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> </ul>	
<p><b>Understanding the World</b></p>	<p><b>People and communities</b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<p><b>People and communities</b> 30-50 months</p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>40-60 months</b></p>	<p><b>The world</b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and</li> </ul>	<p><b>The world</b></p> <ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software</li> </ul>	<p><b>Technology</b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>

		<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> </ul>	concern for living things and the environment.			
<b>RE</b>	<b>Exploring artefacts, dress and food symbols and actions</b> Cultural places and practises, dress, food and music	<b>Celebrating joyous occasions</b> Harvest- Handa's surprise Christmas <b>Celebrating Christmas</b> , how do we celebrate? Why do we have nativity plays? <b>Sources of wisdom-</b> sharing the Christmas story	<b>Exploring places of worship prayer and reflection</b>  <b>Celebrating belonging to a family and community</b> (link to local area study and school study)	<b>Exploring the Easter Story</b>  <b>Symbols and actions</b>	<b>What makes the world so wonderful?</b> (link to growing topic)	<b>How do we show care and concern for each other?</b>  <b>How can we help others when they need it?</b>
<b>Expressive Arts and design</b>	<b>Media and materials</b> 22-36 months <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours</li> </ul>	<b>Media and Materials + Being imaginative</b> 22-36 months <ul style="list-style-type: none"> <li>• Beginning to use representation to communicate</li> <li>• Beginning to make-believe by pretending.</li> </ul> <b>30-50 months</b> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> </ul>	<b>Media and materials</b> <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to</li> </ul>	<b>Being imaginative</b> <ul style="list-style-type: none"> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys</li> <li>• Uses available</li> </ul>	<b>Being imaginative</b> <ul style="list-style-type: none"> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys,</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as</li> </ul>	<b>Media and materials 40-60 months</b> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> </ul>

	<p>and marks.</p> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> </ul>	<p>construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <ul style="list-style-type: none"> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>	<p>resources to create props to support role-play.</p> <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<p>music, dance and paint and other materials or words.</p> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Creates simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> </ul>
<p><b>Visits/ Enrichment Activities</b></p>	<p><b>World maths day Dress like a rock star day</b></p>	<p><b>Christmas craft</b></p>	<p><b>The Reddings at 60 Hemel- our town</b></p>		<p><b>World book day Take 1 picture</b></p>	<p><b>Sports week</b></p>