

<b>Area of Learning</b>	<b>Understanding of the world (RE)</b>	<b>Milestone:</b>	Have awareness of different beliefs and celebrations. Creating artefacts from a festival or celebration they have learnt about
<b>Steps</b>		<b>What we will see the child do</b>	<b>How the adult will support this</b>
Step 1	<ul style="list-style-type: none"> <li>• Talk about what they celebrate – i.e. birthdays, Christmas, Easter.</li> <li>• Introduce celebration calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• At the correct times in the year children to talk about the different celebrations they have experienced/celebrated at home</li> <li>• Refer back to celebration calendar independently during continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Birthday boards displayed in the classroom so the children gain an understanding of when their own birthday is and become aware of other children’s birthdays.</li> <li>• Christmas story/Easter story</li> <li>• Introduce celebration calendar- keep referring back to calendar encouraging children to share what they have remembered about each celebration.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Key artefacts with the calendar.</li> <li>• Can they link artefacts with the festival, recall the name of religion, recall an event from a festival?</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about Chinese New Year during continuous provision- recall information correctly that they have learnt/ use Enhancements to incorporate Chinese New Year in their own learning</li> <li>• Using the correct names for the various artefacts</li> <li>• Link the artefact to the correct festival independently</li> <li>• Recall an event which happens at one of the festivals they have been learning about</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements linked to the different festivals we have learnt about such as linking artefact to the correct festival</li> <li>• Directed task linked around Chinese New Year allowing children to share their knowledge and addressing any misconceptions</li> </ul>

<p><b>Step 3</b></p>	<ul style="list-style-type: none"> <li>• RE box of special linked clothes.</li> <li>• Water in Christianity &amp; Islam.</li> <li>• Secure understanding &amp; able to use language related to religion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language directly linked and related to a range of different religions independently</li> <li>• Using RE box of special clothes can they recall what they have learnt about the different items of clothing and who will traditionally wear these clothes</li> <li>• Correctly and consistently using the correct language related to religion</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements- special clothes</li> <li>• Teaching water in Christianity and Islam</li> <li>• Model using the correct language related to different religions</li> </ul>
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Area of Learning	Understanding of the world (Geography/Science)	Milestone:	To be able to contribute to class information / book based around different countries – recognise similarities & differences. “The Awesome Animal”
Steps	What we will see the child do		How the adult will support this
Step 1	<ul style="list-style-type: none"> <li>• Animal of the term – introduced to new animals &amp; their environments.</li> <li>• A basic understanding / experience of maps / atlas / globes.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to correctly name a map, globe and atlas correctly.</li> <li>• Able to talk about how we use a map, globe or atlas</li> <li>• Independently name this terms amazing animal and talk about the environment this animal lives in</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements which include maps/atlas and globes to give children the opportunity to use these in their own leaning during continuous provision.</li> <li>• Model the correct vocab in relation to maps/globes</li> <li>• Amazing animal display including all the information the children have learnt about the animal of the term.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• To be able to discuss similarities / differences between different environments &amp; different animals.</li> <li>• Farm in school – children to discover &amp; discuss the climate / country these animals live in – how it’s different?</li> <li>• Continue to develop knowledge in relation to maps / atlas / globe.</li> <li>• Understand that animals can be found in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently talk about the differences and similarities between this terms amazing animal and the previous terms amazing animal</li> <li>• Talk about how the animals living in this country are different to the amazing animals we have been learning about</li> <li>• Begin to use maps/globes or atlas correctly during continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>• Share non-fiction books with the children which offer an insight into contrasting environments for a range of different animals.</li> <li>• Offer children opportunities to create their own maps of their immediate environment.</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>• Know which animals live in similar environments.</li> <li>• Able to recall facts from some of the new environments</li> <li>• Have learnt about &amp; put this information in class book / documentary.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently talk about animals which live in similar environments and what makes these environments similar</li> <li>• Able to independently recall new facts they have learnt about different environments</li> <li>• Able to share the new information they have learnt as either written facts or orally</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to share a range of non-fiction books based around different animals and environments- asking questions based around these books what is the same/what is different about the environments</li> <li>• Model how to write facts about the different environments we have been learning about</li> </ul>

			<ul style="list-style-type: none"><li>• Enhancements- animal and environment sorting- can the children sort the animals into their right environments</li></ul>
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Area of Learning	Understanding of the world (Geography)	Milestone:	To be able to talk about features of their local environment. Vocabulary specific & contrasting environments
Steps	What we will see the child do		How the adult will support this
Step 1	<ul style="list-style-type: none"> <li>• Welly Walks – school grounds (melting ice – temperature)</li> <li>• Autumn turning to Winter</li> <li>• Walking to the Post Office</li> <li>• Shops &amp; Occupations</li> <li>• Buildings / street furniture</li> <li>• Road safety</li> <li>• Road names.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about what road safety is and follow simple road safety when walking around the local community</li> <li>• Discuss what they can see in the school grounds trees, flowers ice etc.</li> <li>• Talk about the different shops they saw on their walk and the different occupations i.e. shop keeper, butcher or hair dresser</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to model using the correct road names/village names when taking part in local environment walks</li> <li>• Teacher to discuss road safety with the class before taking part in Post Office walk</li> <li>• During welly walks model talking about what we can see and hear in the environment around us</li> <li>• Natural resources available as part of continuous provision</li> <li>• Ask questions- what is the weather like today? Why is there ice on the ground? What does the temperature feel like?</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Welly Walks</li> <li>• Change of seasons</li> <li>• Change of temperature</li> <li>• (sound walks). School building. Photos/Drawings.</li> <li>• Wider walks – school – refer to road names</li> <li>• Key Vocab – different environments,</li> </ul>	<ul style="list-style-type: none"> <li>• Children to correctly use a road names when taking part in local environment walks</li> <li>• Children able to correctly discuss the change in weather/temperature is it colder or hotter since their last walk?</li> <li>• Children to use specific vocab linked to different environments</li> <li>• Children to talk about the different sounds they can hear as we walk around the school i.e birds, children etc</li> </ul>	<ul style="list-style-type: none"> <li>• Each morning discussing whole class what the weather is like today and what season that weather is linked to</li> <li>• Model using key vocab when talking about different environments</li> <li>• Continue to refer to road names when walking in our local environment</li> <li>• Continue to model talking about what we can see and hear in the environment around us</li> </ul>

<p><b>Step 3</b></p>	<ul style="list-style-type: none"> <li>• Welly Walks</li> <li>• Trip to ice cream shop. (shadows)</li> <li>• Recalling previous walks.</li> <li>• Vocab – discuss how different environments are e.g. Wildlife Park.</li> <li>• Recall different environments.</li> </ul>	<ul style="list-style-type: none"> <li>• The children are able to discuss the difference in weather when walking to the ice cream shop compared to the Post Office- why can they see their shadows in May?</li> <li>• Children able to correctly use vocab related to the environment around us</li> <li>• Children able to discuss how the environment at the Wildlife Park is different to our local school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Model using specific vocab related to different environments</li> <li>• During welly walks asking questions about the environment- what is different about our school environment on this walk than previous walks? What is different about the tress- more leaves/ green leaves.</li> <li>• Enhancements- based around seasons and shadows</li> </ul>
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<b>Area of Learning</b>	<b>Understanding the World (History)</b>	<b>Milestone:</b>	I can use basic Chronology to order events and have a basic understanding that things happened in the past-before I was born.
<b>Steps</b>		<b>What we will see the child do</b>	<b>How the adult will support this</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Use visual timetable to talk about things that have happened</li> <li>• Talk about their own family history</li> <li>• Verbally reflect back on the term</li> <li>• Begin to use a bigger range of language related to time.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversation based around their family History i.e. “I have a brother, he is older than me.” “My brother was born first.”</li> <li>• Able to join in a group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Model using the visual timetable regularly throughout the day</li> <li>• Introduce the children to new language in relation to time</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Talk about past events such as where they went before school or different holidays they have been on</li> <li>• Continue to plot key events of the class timeline</li> <li>• Begin to use language related to time in relation to past/present events</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly use newly taught language in relation to time and events</li> <li>• Work together as a class to begin to plot key class events on the class timeline</li> <li>• During conversation with peers/ continuous provision children independently talk about past events such as what they did at the weekend or a recent holiday</li> <li>• Start to use language related to time correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements/PLODS based around the past.</li> <li>• Reintroduce the class timeline and begin to get the children to plot the key events in the right order</li> <li>• Continue to use language related to time or past/present events.</li> </ul>

<b>Step 3</b>	<ul style="list-style-type: none"> <li>• Have a basic understanding of past and present technology</li> <li>• Continue to order key events such as class events, life events and past events</li> <li>• Children using a range of language related to time</li> </ul>	<ul style="list-style-type: none"> <li>• Explore new/old technology and begin to discuss how technology has changed over time</li> <li>• Independently place key events on the class timeline in the correct order.</li> <li>• Recall what happened in key events- what event was it? When was it? What did we do during this event?</li> <li>• Correctly use language related to time such as yesterday, last week, tomorrow etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation tray – old and new technology for children to explore</li> <li>• Using language related to time and encouraging children to use the correct language when talking about past events</li> </ul>
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Area of Learning	Understanding the World (Science)	Milestone:	The Natural World – to be able to describe & understand a life cycle in the natural world. Be able to share this with an audience
Steps	What we will see the child do		How the adult will support this
Step 1	<ul style="list-style-type: none"> <li>• Welly Walks – using senses to explore natural world.</li> <li>• Explore outside – mini beasts.</li> <li>• Drawing in nature</li> <li>• Developing respect for natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly name the different bugs they found on the bug hunt</li> <li>• Able to talk about respecting the natural world/environment how we can do this and why we do this</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a mini beast hunt around the school using the correct names for each of the bugs we find.</li> <li>• Planned welly walks around the school talking about what we can see and hear</li> <li>• Encouraging discussion based around respecting the environment around us</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Visiting animals – ducks &amp; butterflies.</li> <li>• How animals change – observation.</li> <li>• Changes in the outdoor environment – nesting birds – nest / eggs.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the bug from the bug hunt in more depth similarities/differences, environments etc.</li> <li>• Confidently talking about how animals change over time/ different lifecycles</li> </ul>	<ul style="list-style-type: none"> <li>• Organising duck eggs and caterpillars to come into school so children can experience lifecycles first hand</li> <li>• Directed tasks based around lifecycles and how animals change giving children the opportunity to showcase what they have learnt/ highlight any misconceptions</li> <li>• Encouraging discussion based around how our outdoor environment has changed i.e. leaves on the trees, warmer temperatures etc. Why has this happened? What season are we in?</li> </ul>

<b>Step 3</b>	<ul style="list-style-type: none"> <li>• Re-visit life cycles.</li> <li>• Visit areas of environment – with frogs.</li> <li>• Make written records.</li> <li>• Changes in the local environment.</li> <li>• Creating dance / art, etc. about life cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be able to correctly retell the lifecycle of different animas using the correct term such as chrysalis, hatch or frog spawn.</li> <li>• Recording what they know about lifecycles in a range of different ways either by drawing the different stage/writing about the different stages.</li> <li>• Working together in a group to create a dance about the different lifecycles ensuring they have included all the stages and are using the correct language.</li> <li>• Performing these dances to Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements based around lifecycles for children to complete during continuous provision time</li> <li>• Supporting children when working on their different lifecycle dances ensuring they have included all stages of the lifecycle</li> <li>• Introducing the children to the different stages of the lifecycle of a frog</li> </ul>
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Area of Learning	Physical Development	Milestone:	“ To be able to use a range of tools competently and safely e.g scissors, pencil, knife and fork”
Steps	What we will see the child do		How the adult will support this
Step 1	<ul style="list-style-type: none"> <li>• To use a range of mark making materials in continuous provision</li> <li>• To use a smaller range of construction to build e.g straws, lego.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing to mark make independently during continuous provision</li> <li>• Able to independently connect smaller construction materials together</li> </ul>	<ul style="list-style-type: none"> <li>• Early morning learning jobs- threading,</li> <li>• Ensure children have developed their upper arm and shoulder strength sufficiently so they are able to use smaller mark making materials</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Manipulate different materials i.e clay, playdough</li> <li>• Find and use dominant hand consistently</li> <li>• Use one handed tool i.e snips paper with scissors</li> <li>• Become more independent when putting on their own coats</li> </ul>	<ul style="list-style-type: none"> <li>• Use the clay and the clay tools effectively to create their own Diva Lamp based around the examples</li> <li>• Holding scissors safely and using them</li> <li>• Using the playdough use different movements such as rolling, pulling, cutting, squeezing to support with muscle strength</li> <li>• Beginning to zip up own coat</li> </ul>	<ul style="list-style-type: none"> <li>• Using the two person scissors support children with holding scissors correctly and snipping paper</li> <li>• Enhancements- playdough mats, pencil control sheets,</li> <li>• Early morning learning jobs supporting with cutting skills/ pencil control and grip,</li> <li>• Encourage children to become more independent with dressing themselves i.e starting zip on coat getting them to pull zip all the way to the top</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>• Cut along lines consistently</li> <li>• Hold pencil in a static tripod grasp</li> <li>• Cut their own lunch independently at lunch time</li> <li>• Get dressed independently before/after PE</li> <li>• Able to form identifiable numbers and letters</li> </ul>	<ul style="list-style-type: none"> <li>• When using mark making materials children to hold pencil consistently in a static tripod grasp</li> <li>• Independently getting themselves changed for PE and after PE</li> <li>• Cutting their own food at lunch times</li> <li>• Able to confidently cut along lines</li> </ul>	<ul style="list-style-type: none"> <li>• Support children with specially designed pens, pencils or pencil grips</li> <li>• Checking pencil grip when children are mark making, reminding children how pencil should be held.</li> <li>• Teach and model correct letter and number formation</li> <li>• Early morning learning- letter formation sheets</li> </ul>

			<ul style="list-style-type: none"><li>• Demonstrate how to use knife and fork correctly to cut up food</li><li>• Positive praise when children have cut their own lunch</li></ul>
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Area of Learning	Personal, Social and Emotional Development	Milestone:	I can settle in and become a confident learner
Steps	What we will see the child do		How the adult will support this
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Children to make relationships/friendships with adults and children in the classroom</li> <li>• Understand and able to follow new routines</li> <li>• Increasingly follow new rules and understand why they are important</li> </ul>	<ul style="list-style-type: none"> <li>• Children to seek out familiar adults when feeling upset or unsure</li> <li>• Able to start conversation with peers</li> <li>• Beginning to follow rules and talk about the schools Golden Rules</li> <li>• Following routine and begin to talk about the daily routine independently- using visual timetable to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Family group times building children's relationships with their key adult</li> <li>• Model positive behaviour/ narrating what positive behaviour looks like.</li> <li>• Celebrating when children have shown positive behaviour</li> <li>• Introduce the schools Golden Rules and discuss why it is important to follow these Golden Rules</li> <li>• Visual timetable to support with the new school routine and helping the children to follow this routine</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Extend/collaborate with others and their play ideas</li> <li>• Show resilience/perseverance in the face of challenge</li> <li>• Develop a sense of responsibility and membership of a community i.e being a pupil at Wildground</li> <li>• Express their own feelings and consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to talk about how they are feeling using words and the emotion name</li> <li>• Showing willingness to try new things/give things a go</li> <li>• Discuss how they think others may be feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to express their feelings if they are feeling hurt or upset</li> <li>• Undertake specific activities which encourage children to talk about their feelings/emotions- emotion boards in classroom</li> <li>• Help children to label emotions such as sad, happy, nervous</li> <li>• Help children to reflect and self-evaluate their own work</li> <li>• Encourage children to set their own goals in relation to their learning</li> </ul>

<b>Step 3</b>	<ul style="list-style-type: none"><li>• Identify and moderate their own feelings socially and emotionally</li><li>• Co-operate and resolve conflicts peacefully with their peers</li><li>• Have confidence in their own abilities and show perseverance</li></ul>	<ul style="list-style-type: none"><li>• To continue to talk about their emotions in a more elaborate way “ I am feeling sad because...”</li><li>• Able to find steps to resolve conflict with a peer independently</li><li>• Have confidence in their own ability and not give up when they are finding something difficult</li></ul>	<ul style="list-style-type: none"><li>• Recognise, talk about and expand emotions</li><li>• Help children to develop problem solving and resolve conflict by talking through how you and others have resolved a problem or difficulty.</li></ul>
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Area of Learning	Communication and Language	Milestone:	To listen attentively to a range of “ 3 Little Pigs” stories, ask and answer questions and make appropriate comments
Steps	What we will see the child do		How the adult will support this
Step 1	<ul style="list-style-type: none"> <li>• Engage in story times</li> <li>• Children can talk about the different stories they have listened to.</li> <li>• Children can listen to and talk about stories to build familiarity and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Children to begin to talk about familiar texts/ texts they have been exposed to during continuous provision.</li> <li>• Use the story sacks during continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>• Use props/ story sacks to make story times more engaging. Leaving these story sacks in the environment for children to access.</li> <li>• Regular sharing of books and discussion of children’s ideas and responses.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Children can retell a story once they have developed familiarity in text i.e. repetition</li> <li>• Children have a basic understanding of the key features of a story i.e. characters, setting, beginning middle and end</li> <li>• Children can answer simple questions based around a text</li> </ul>	<ul style="list-style-type: none"> <li>• Using enhancements such as backwards S and story boards to retell familiar stories independently.</li> <li>• Begin to correctly use newly taught language related to the story i.e. beginning, middle or end when talking about key features of the text.</li> <li>• Independently answer simple questions based around a text.</li> <li>• Able to identify the tale toolkit symbols and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the tales toolkit symbols the introduce language related to characters and setting.</li> <li>• When talking about the key features of a text ensure they are modelling using the correct language i.e characters, author and beginning/middle/end.</li> <li>• Plan and ask simple questions based around a text during Guided Reading sessions.</li> <li>• Ask simple questions about texts when reading whole class stories and 1 to 1 reading. Encouraging class discussion based around a text.</li> <li>• Model using backwards S maps, story boards etc to retell a story</li> </ul>

<b>Step 3</b>	<ul style="list-style-type: none"><li>• Children can retell a story</li><li>• Children can respond to questions with relevant answers based around a text</li><li>• Children can identify the key parts of a story and recall what happens in these key parts.</li></ul>	<ul style="list-style-type: none"><li>• Using role play during continuous provision to act out/retell different parts of a story.</li><li>• Consistently identify the key parts of a story and what happens in these stories.</li><li>• Correctly and consistently respond to questions based around a text.</li></ul>	<ul style="list-style-type: none"><li>• Continue using the tales toolkit symbols during Guided Reading.</li></ul>
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<b>Area of Learning</b>	<b>Communication &amp; Language</b>	<b>Milestone:</b>	To be able to engage in a back & forth conversation with adults & peers. Understanding the conventions of taking turns in a conversation
<b>Steps</b>		<b>What we will see the child do</b>	<b>How the adult will support this</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn, develop and use new vocabulary and use appropriately in conversation</li> <li>• Articulate their own thoughts and ideas in well-formed sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of listening carefully and demonstrating this during group times/ whole class teaching/ conversation with peers</li> <li>• Children using newly taught language correctly and relevantly in conversation</li> <li>• Children beginning to articulate their own thoughts through well-formed sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Adults to model listening carefully when a child is talking to them</li> <li>• Teachers to model talking in full sentences and encourage the children to talk in full sentences</li> <li>• Teachers to use Makaton when needed</li> <li>• Language Box- introducing the children to new language/ person action object.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Articulate their own thoughts and ideas in well-formed sentences and listen to the thoughts and ideas of others.</li> <li>• Begin to start conversation with an adult or friend and continue it for many turns</li> <li>• Develop social phrases such as “Good Morning” and use the appropriately in conversation</li> <li>• Listen to what is being said to them and answer appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Using social phrases correctly and regularly</li> <li>• Starting a conversation with teacher/ friends throughout the school day and demonstrating how they can listen and respond to what is being said of them</li> <li>• Answering/responding in conversation with appropriate and relevant answers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modelling using social phrases such as “Good Morning”</li> <li>• Continuing to encourage children to talk in full sentences</li> </ul>

<b>Step 3</b>	<ul style="list-style-type: none"><li>• Wait their turn when in conversation</li><li>• Develop an understanding that conversation can be between more than 2 people at a time</li><li>• To be able to hold a conversation for a small period of time</li></ul>	<ul style="list-style-type: none"><li>• Consistently waiting their turn to talk when in a conversation</li><li>• Partaking in larger group conversations demonstrating they are able to wait their turn before responding and answer relevantly.</li></ul>	<ul style="list-style-type: none"><li>• Modelling with children the concept of waiting your turn to speak in conversation and reminding children of this if they begin to interrupt.</li><li>• Allowing children time in the day to take part in group work/ partner talk supporting to extend their conversation skills</li></ul>
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<b>Area of Learning</b>	<b>Expressive Art &amp; Design</b>	<b>Milestone:</b>	Plan and Make Design & make a shopping basket that can carry objects such as fruit. Research baskets Able to effectively draw a plan. Able to 'join' materials. Use paint, collage etc to finish a product.
<b>Steps</b>		<b>What we will see the child do</b>	<b>How the adult will support this</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Exploring materials</li> <li>• Strength of materials – different art materials.</li> <li>• Exploring range of tools / techniques.</li> <li>• Intro to paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Using paint effectively to create their own paintings/painting with a purpose</li> <li>• Exploring a range of different tools i.e., clay and clay tool and using these materials to create something in particular- Diva Lamps</li> <li>• Exploring different ways to join materials such as string, glue, PVA, cello tape.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with a range of different creative materials to explore during continuous provision</li> <li>• Ensuring junk modelling materials are ready for children to access and create with.</li> <li>• Encouraging the children to evaluate their work, which materials worked best when joining materials together? Why did they like this material? What would they use next time?</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Continue creating artwork.</li> <li>• Focus on reviewing / explaining the process, referring back to previous exploration.</li> <li>• Intro to colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore colour mixing and how different colours can be made</li> <li>• Using Artist of the week techniques to inspire them with their own art work</li> <li>• Independently able to talk about their art work- explaining how they created their work and reviewing whether they would change or add anything if they were to create this piece of work again</li> </ul>	<ul style="list-style-type: none"> <li>• Mix colours together and model talking about the colours chosen and what colours these paints have made when mixed</li> <li>• Enhancement- Artist of the Week giving children the opportunity to see art work and the different techniques artist have used to complete their work</li> <li>• Teacher to model reviewing their own art work talking about what they would change/ do different</li> </ul>

<p><b>Step 3</b></p>	<ul style="list-style-type: none"> <li>• Practising using tools &amp; joining materials effectively.</li> <li>• Products from around the world – exploring different designs.</li> <li>• Independently colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently choosing the colours they want to mix and to be able to talk about what colour these colours will make once they have been mixed</li> <li>• Planning what they are going to make (Handa's basket) before making something, how they are going to make it, what materials they will use and discuss why they have chosen these materials.</li> <li>• Evaluate what they have made independently- what do they like about their basket? Would they change anything?</li> </ul>	<ul style="list-style-type: none"> <li>• Showing the children examples of different baskets both pictures and real life baskets- encourage discussion based around how we could make these baskets our self</li> <li>• Model how to plan what they will make- thinking about what material you will use and how you will join your materials. Will the material be strong enough to hold Handa's fruit?</li> <li>• Ensuring there is a range of different materials for children to access when making their baskets.</li> </ul>
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Area of Learning	Expressive Art and Design	Milestone:	1) Rhymes & Songs – I can create a short film using song, rhyme & dance. 2) Role Play – I can play different roles within the film
Steps	What we will see the child do		How the adult will support this
Step 1	<ul style="list-style-type: none"> <li>• Recite nursery rhymes &amp; perform simple nursery rhyme.</li> <li>• In small groups.</li> <li>• Role play – home corner.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to access nursery rhyme baskets in book corners and use them to recite nursery rhymes</li> <li>• Introducing a story/narrative into their play using the home corner to support them</li> <li>• Recognise and join in with repeated phrases when reading stories</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery rhyme baskets in book corners</li> <li>• Enhancements in book corners to extend or encourage role play</li> <li>• Singing time daily using Makaton</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Increase repertoire of rhymes.</li> <li>• Individual small performance.</li> <li>• Speak in front of class.</li> <li>• Speak in front of parents.</li> <li>• Share their thoughts.</li> <li>• Role play – familiar setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend their role play outside of home corner and begin to act out prior experiences from outside of school</li> <li>• Confidently able to speak aloud to the class/ perform helicopter stories in front of the class</li> <li>• Willingly share their thoughts and ideas with others when taking part in role play activities</li> <li>• Using things in the environment to extend their role play further e.g. using the large construction blocks to make a fire engine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise opportunities for children to speak in front of/perform for parents eg. Ten Little Fingers and Ten Little Toes or People Who Help Us concert</li> <li>• Helicopter stories- introduce the concept of a helicopter stories and encourage the children to perform their helicopter stories to the class.</li> <li>• Focus on a range of different rhyming books- introduce the concept of rhyming</li> </ul>

<p><b>Step 3</b></p>	<ul style="list-style-type: none"> <li>• Increase repertoire of rhymes.</li> <li>• Role play – range of situations other than home corner</li> <li>• Develop rhyme – Listen2Me.</li> <li>• Create their own storylines.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop role play further by sharing ideas with others or extending the ideas of others</li> <li>• Perform a Listen2me concert for their parents ensuring they are keeping to a steady beat</li> <li>• Introduce a storyline into their play with different roles and characters</li> <li>• Create their own song or dance which they can share with others via film</li> <li>• Using the musical instruments during continuous provision can the children apply what they have learnt in Listen2me in their own learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancements- musical instruments similar to those they are using in Listen2me allowing children to apply their learning.</li> <li>• Rhyming books in the environment</li> </ul>
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