



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Celebrations	Space	Traditional tales	Fantastic Creatures	Heroes
Physical Walking / running, strength and stability, ways of movement, climbing, balls and bikes	<ul style="list-style-type: none"> <li>walk on a line</li> <li>run with spatial awareness</li> <li>hold on to fireman's pole with two hands and body to slide down</li> <li>choose a range of ways to move</li> <li>move over, under, through and around equipment and the environment</li> <li>climb above my head height on climbing frame</li> <li>roll and stop a large ball</li> </ul>	<ul style="list-style-type: none"> <li>run - negotiating space by adjusting speed</li> <li>integrate movements across the midline</li> <li>balance on different surfaces and equipment</li> <li>jump off an object and land safely</li> <li>hold the 5 basic balancing shapes</li> <li>ability to change body position efficiently, either stationary or moving</li> <li>catch a large ball using two hands</li> <li>develop push-and-glide technique on scooters and bikes</li> </ul>	<ul style="list-style-type: none"> <li>negotiate space and obstacles safely</li> <li>develop core strength and stability</li> <li>control how the different parts of my body move</li> <li>perform different movements on the climbing frame</li> <li>roll, stop and catch balls of different sizes</li> <li>confidently use scooters and balance bikes</li> </ul>	<ul style="list-style-type: none"> <li>develop upper body strength and shoulder girdle stability</li> <li>develop coordination and balance</li> <li>refine skills such as hopping, run, crawl, jump</li> <li>manage my own risks</li> <li>confidently move across the climbing frame and obstacles</li> <li>develop ball control including rolling over larger distances</li> <li>begin to use peddle bikes</li> </ul>	<ul style="list-style-type: none"> <li>negotiate space and obstacles safely, with consideration for myself and others</li> <li>refine skills such as skipping</li> <li>make decisions to move in controlled ways for a purpose (imitating creatures, dancing)</li> <li>develop body strength, co-ordination, balance and agility</li> <li>throw a ball with increasing precision</li> <li>Hold a bat or racquet correctly.</li> </ul>	<ul style="list-style-type: none"> <li>integrate agility, balance, flexibility, strength, power and endurance</li> <li>solve physical challenges</li> <li>make up my own games</li> <li>be aware of how my body feels before, during and after exercise</li> <li>hit a target with a ball</li> <li>show increasing control over an object when pushing, patting throwing, catching or kicking</li> <li>swing bat or racquet safely</li> <li>hit a ball with a bat/racket</li> </ul>
Vocab	move, alternate, climb, roll, run, walk, slide, hold, stop, start, obstacles over, under, through, around, on top	Speed, space, jump, land, catch, safely, position, still,	balance core, strength, stability, steady, control, roll,	Hop, crawl, jump, coordination, upper body,	skip force, precision, throw, bat, racquet	Target, kick, rules, solve challenge, swing
Resources	Pole, Slides, stairs, , simple balancing beams / lines on ground, stepping stones, stilts, wheeled toys, Climbing frame, 'stop' signs / traffic lights, cones, crates, planks, hurdles, ball	Chalks, brooms, chalk / paint sticks, scarves, ribbons/streamers, large 'pose' cards More advance obstacle courses, large ball, bikes and scooters	Trim trail, ladders, tyres, A-frames, gym tables, various sized beams, hoops, balls	tunnels Hopscotch (draw with chunky chalks), ramps, cones, footballs, tennis balls (sticks to drib round cones), ropes and high bars	skipping ropes, bats, rackets, Various sized balls, various sizes buckets or containers, hoops, beanbags,	Various balls (football, basketball, tennis ball, Ping-Pong ball etc) in different sizes, targets,

<p><b>Construction</b> Block play skills / planning skills / sharing with others / critical thinking</p>	<p><b>Stage 2 block play – stacking</b></p> <ul style="list-style-type: none"> <li>• stack blocks in row and towers</li> <li>• make use of props and materials when role playing</li> <li>• use construction to recreate real-life experiences</li> <li>• share toys and materials</li> </ul>	<p><b>stage 3 block play – balancing/bridges</b></p> <ul style="list-style-type: none"> <li>• explore balance as shapes and blocks are placed together</li> <li>• Bridge by placing one block on top of two others to create a space between.</li> <li>• use construction materials to build for a purpose</li> <li>• follow simple pictorial or written instructions</li> <li>• combine different resources</li> <li>• share my creations with others</li> </ul>	<p><b>Stage 4 block play – enclosing</b></p> <ul style="list-style-type: none"> <li>• build enclosures</li> <li>• join and connect construction pieces with interlocking parts</li> <li>• use my imagination to create and build</li> <li>• select materials that are the most suitable</li> <li>• follow multi part instructions (pictorial or written)</li> <li>• praise and celebrate other children’s achievements</li> <li>• solve problems through trial and error</li> <li>• use technology, such as a camera to capture my creations.</li> </ul>	<p><b>Stage 5 block play – symmetry/patterns</b></p> <ul style="list-style-type: none"> <li>• create structures and arrangements that have symmetry and pattern</li> <li>• Transport larger amounts of construction materials from one place to another</li> <li>• develop an understanding of how to use a range tools and equipment</li> <li>• combine different resources to create a structure</li> <li>• create collaboratively, sharing ideas and resources</li> <li>• return to and build on my previous learning</li> </ul>	<p><b>Stage 6 block play – symbolic play</b></p> <ul style="list-style-type: none"> <li>• represent real world structures through construction materials</li> <li>• add details to my structures and models</li> <li>• talk about the properties of different shapes and their suitability for a task</li> <li>• talk about what I would like to make and what materials I will need</li> <li>• keep trying when I am faced with challenges</li> </ul>	<p><b>Stage 7 block play – advanced representational</b></p> <ul style="list-style-type: none"> <li>• create more complex and symbolic representations</li> <li>• Use blocks to represent abstract ideas.</li> <li>• adapt and refine my work to make improvements</li> <li>• explain the process I have used to build my model</li> <li>• reflect and review what I have created, identifying things that have worked/not worked</li> </ul>
<p><b>Vocab</b></p>	<p>Stack/ing, row, tower, transport, share, props, construct, build, materials</p>	<p>Balance/ing, bridge/ing Instructions,</p>	<p>Enclosure/ing safely, control, imagine, create, select, problems, solve, camera, photo</p>	<p>symmetry/pattern, same, structure, collaborate/together, hammer, measure, add-to</p>	<p>Represent, plan, real, changes, details, adapt, improve,</p>	<p>Explain, reflect, process, advanced represent, refine,</p>
<p><b>Resources</b></p>	<p>Foam / plastic construction bricks / Jenga, Planks role-play builder’s equipment <b>Tools and equipment</b> - hi-vis jackets, hard hats, toolbelt, role-plastic saw, ‘wet sand’ cement, foam bricks Chairs/tyres</p>	<p>large wooden blocks of different shapes, planks, pictorial instructions, plastic crates, tyres and reels, cones photos and books about bridges, pictorial instructions small world animals (to build homes for)</p>	<p>photographs of different enclosures, natural building materials, such as log slices, driftwood, bamboo, materials simple instructions to follow, interconnecting construction pieces/ shapes <b>Tools and equipment</b> - pegs, camera balance scales,</p>	<p>Planning/design sheets clipboards, Wider variety of construction materials photos of simple block constructions with symmetry, Pictures and books of building with symmetry /pattern sand or gravel to transport <b>Tools and equipment</b> - Wheelbarrows, Cranes, child safe hammers, play cement mixer</p>	<p>Photos and books of real-life structures including local landmarks and e.g. religious buildings and famous worldwide landmarks, large cardboard boxes and packaging Pieces of fabric, of differing sizes, 3D shapes, road mats/maps <b>Tools and equipment</b> – child-safe spanners, screwdrivers</p>	<p>non-fiction books related to buildings and construction Pipes, ramps and tubes squared paper/design sheets and pencils <b>Tools and equipment</b> Rulers, measuring tape, spirit level, clamps,</p>



<p><b>Being imaginative</b> Pretend / use of language / music / performance</p>	<ul style="list-style-type: none"> <li>• take part in simple pretend play from own daily lives</li> <li>• talk about what they are doing</li> <li>• explore and engage in music making</li> <li>• sing familiar songs</li> <li>• enjoy joining in with moving, dancing and ring games</li> <li>• demonstrate moving in a range of ways, e.g., mirroring, creating own movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• take on different roles that are familiar to them</li> <li>• use talk to organise my play</li> <li>• play an instrument, encouraging others to join in</li> <li>• make use of props and materials</li> <li>• perform simple songs, rhymes, poems and stories with others</li> </ul>	<ul style="list-style-type: none"> <li>• use language to imagine and recreate roles</li> <li>• play cooperatively and take turns</li> <li>• use movement or dance to respond to music</li> <li>• listening attentively for a sustained period of time, learning to be a good member of an audience</li> </ul>	<ul style="list-style-type: none"> <li>• act out and retell known stories e.g. retelling traditional tales</li> <li>• use new vocabulary in different contexts</li> <li>• learning to perform in different ways, such as individually and in a group</li> </ul>	<ul style="list-style-type: none"> <li>• develop detailed storylines</li> <li>• adapt and use language appropriate to specific roles</li> <li>• hold conversations to continue and develop role-play activities</li> <li>• move in time to music</li> <li>• select and use resources to intentionally develop and enhance a performance</li> </ul>	<ul style="list-style-type: none"> <li>• invent, adapt and recount narratives and stories</li> <li>• problem-solve and negotiate</li> <li>• perform for an audience</li> </ul>
<p><b>vocab</b></p>	<p>Pretend, talk, mum, dad (other family members), teacher, music, songs, rhymes, story</p>	<p>Roles, organise, decide, instruments, join-in, role-play,</p>	<p>Imagine, move, dance, listen, audience, who? movement, dance,</p>	<p>Characters beginning, middle end, first, then, finally, perform, collaborate</p>	<p>story-line, (topic specific vocab e.g. forest, dragon, destroy etc), props, improve</p>	<p>Invent, adapt, recount, problem solve, negotiate, audience</p>
<p><b>Resources</b></p>	<p>Stage, Basic musical instruments, microphones pictures from simple rhymes / songs Song books,</p>	<p>Percussion instruments, props (hats, wigs)</p>	<p>music player Space helmets, suits, and props, alien dressing up costumes, ticket stall and seats with seat numbers</p>	<p>fairy stories and traditional tales costumes and props</p>	<p>Animal costumes, masks, animal print fabric/materials draped over equipment - animal habitats made</p>	<p>Dressing up costumes (superheroes), capes, masks and props.</p>

<p><b>UOW</b> Working Scientifically, observations / use of language, materials</p>	<ul style="list-style-type: none"> <li>●use senses to explore</li> <li>●observe things in the environment – plants, animals, seasonal changes (autumn), weather</li> <li>●notice and discuss patterns in the environment - tree bark, flower petal or leaf shapes</li> <li>● explore natural materials</li> </ul>	<ul style="list-style-type: none"> <li>●ask questions to find out more about</li> <li>●talk about things <b>observed</b> – plants, animals, seasonal changes (autumn/winter), changes in weather</li> <li>●explore and talk about changes in temperature, size, form, rigidity and texture</li> <li>●explore materials and their properties, making comparisons and sorting them into categories</li> </ul>	<ul style="list-style-type: none"> <li>● develop an understanding of forces such as gravity</li> <li>● Make specific and accurate measurements of natural materials and weather</li> <li>● talk about things that are <b>different</b> – plants, animals, seasonal changes (winter), weather</li> <li>● talk about how materials can change /changes of state– e.g. ice</li> <li>● explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>●experiment with effect of different forces (e.g. how things move and can change speed or direction (e.g. ramps)</li> <li>●<b>compare</b> things that are similar/different – plants, animals, seasonal changes (spring), weather</li> <li>●show care and concern for nature and living things</li> <li>●talk about floating and sinking using different materials</li> </ul>	<ul style="list-style-type: none"> <li>●explore forces such as how magnets attract</li> <li>●select the right tools and equipment to carry out my plan</li> <li>●notice <b>detailed features</b> of objects in the environment – plants, animals, seasonal changes, weather</li> <li>●reflect and develop their ideas on how to use different materials</li> </ul>	<ul style="list-style-type: none"> <li>● develop own enquiries/ investigations</li> <li>●make predictions, test out ideas and talk about what happened (e.g. What makes ice melt faster)</li> <li>●look closely and <b>record</b> differences, patterns and change</li> <li>●talk about changes that take place over time</li> <li>●Explore and talk about how light can change</li> </ul>
<p><b>vocab</b></p>	<ul style="list-style-type: none"> <li>●Observe, notice, explore Feel, touch, hear, sound, see, sight, smell, scent, touch,</li> <li>●plant and tree names</li> <li>●Cloudy, sunny, rainy, snowy.</li> <li>●autumn, leaves, harvest, crop, edible, scent, fruit, vegetable,</li> </ul>	<ul style="list-style-type: none"> <li>●compare, similar, same, different</li> <li>●aroma, odour, fragrance, rough, smooth, gritty, scratchy, sharp, hot, warm, cool,</li> <li>●Colder, warmer, overcast, temperature</li> <li>●Autumn / Winter</li> </ul>	<ul style="list-style-type: none"> <li>● gravity, force, same, differences, changes, measure, capacity, weight, compare, heavy, light, balance, weigh, empty, more, less, small, long, tall, empty, more, less</li> <li>●sleet, icy, blustery, showers</li> <li>●Winter, seasons,</li> </ul>	<ul style="list-style-type: none"> <li>●effect, experiment, test, ramp, high, low, wide, narrow, sphere, push, pull, spin, turn, move, balance</li> <li>●forecast, Drizzle,</li> <li>●Spring</li> </ul>	<ul style="list-style-type: none"> <li>● Grow, sow, change, seed, seedling, shoot, magnet, attract, repel, light, invertebrates, animal names, life cycles (frogs, butterfly) egg, caterpillar, chrysalis, butterfly, frogspawn, tadpole, froglet, frog), insect names,</li> <li>●breeze , blossom</li> <li>●Spring / Summer</li> </ul>	<p>Transparent, Shade, shadows, record, enquire, predict summer, sweating,</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>●Clipboards, writing equipment magnify glasses, bug boxes, crayons, paper, collection pots, loose natural parts (shells, flowers, flowers, twigs, herbs, leaves), non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>●Magnify glasses, musical instruments, instruments from natural materials, Paint, clingfilm, shower curtain, natural objects, flowers, herbs, items in ice, non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>● Ice cubes, ice cube trays, safety glasses, wooden hammers, measuring containers different sizes and shapes, wind box – chimes, streamers, windsocks etc</li> </ul>	<p>Ramps, balls, spheres, 3d shapes, objects that float/sink e.g. corks (include some to challenge misconceptions e.g. tinfoil)</p>	<ul style="list-style-type: none"> <li>●soil, seedling trays, plant pots, seeds, trails, spades</li> <li>●, plant pots, soil, seeds, mini spades/trails, non-fiction books on plants caterpillar kits. butterfly nets magnets, non-fiction books</li> </ul>	<p>Washing up liquid, various different bubble wands, small tubs, pipecleaners, various sized plastic hoops lavender,</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sand</b> Physical / speaking and listening /use of tools / planning</p>	<ul style="list-style-type: none"> <li>• use large and small-scale movements to create marks in the sand</li> <li>• follow simple rules</li> <li>• use different moulds to create shapes and patterns in the sand</li> <li>• manipulate and use a range of tools to scoop sand and fill containers</li> <li>• make marks in sand and give them meaning</li> <li>• watch or show others how to do things/make things work.</li> </ul>	<ul style="list-style-type: none"> <li>• develop fine motor control through poking, pinching, scrunching, scooping, pounding, patting</li> <li>• follow instructions and routines to keep myself and others safe</li> <li>• make an unbroken mould e.g. sand castle</li> <li>• use basic tools / resources</li> <li>• make a simple plan of what they will do</li> </ul>	<ul style="list-style-type: none"> <li>• use comparative language of capacity, weight and size</li> <li>• talk about similarities and differences</li> <li>• confidently use one-handed tools and equipment</li> <li>• compare using different tools / resources for a purpose</li> <li>• choose the right resources to carry out their ideas and plans</li> </ul>	<ul style="list-style-type: none"> <li>• use smaller resources to fill and empty containers</li> <li>• describe how the sand changes, such as when water is added</li> <li>• select the most appropriate tools / resources to achieve a goal / idea</li> <li>• create plans that combine materials</li> </ul>	<ul style="list-style-type: none"> <li>• develop small motor skills to use a range of tools competently</li> <li>• explain why a resource or technique was chosen</li> <li>• develop descriptive vocabulary to describe properties of wet/dry sand</li> <li>• explore shape, structure, texture and form and experience changes in size, form, rigidity and texture</li> </ul>	<ul style="list-style-type: none"> <li>• use smaller resources / objects to manipulate and handle sand</li> <li>• create collaboratively, sharing skills, resources and ideas</li> <li>• Use knowledge of how different sand behaves for a purpose</li> <li>• mould and build with the sand, using control and imagination</li> <li>• make predictions from experiences and test out ideas</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>vocab</b></p>	<ul style="list-style-type: none"> <li>• size, more, less, Big/ger, small/smaller, Fill, empty, pour, dig mark, wave, line, rules bury, scoop, stamp, push, pat, squeeze</li> </ul>	<ul style="list-style-type: none"> <li>• Poke/ing, pinch/ing, scrunch/ing, scoop/ing, pound/ing, pat/ting , Flat/ten, , shape stir, crush, pull, push</li> <li>• Mould, patterns, plan</li> <li>• Different tools names, smooth out level off, scrape</li> </ul>	<p>Heavier, lighter, taller, shorter, longer, wider, thinner, half empty, half full (and links such as bucketful, bowlful, spoonful) Almost full, nearly empty, measure, overflow, <b>deep</b>, <b>shallow</b>.</p>	<ul style="list-style-type: none"> <li>• sieve, Grain, damp, impressions, print, change, goal, select grainy, soaked, lumpy, crumble/ly, soggy, gritty blend</li> <li>• combine, whisk</li> </ul>	<ul style="list-style-type: none"> <li>• , squelchy, solid, level, , rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy sculpt,</li> <li>• mash, strain,</li> </ul>	<ul style="list-style-type: none"> <li>• decant, transfer, collaborate, separate Excavate</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>resources</b></p>	<p>large equipment - buckets, spades, plastic containers, trugs, mark making equipment (sticks, rakes)</p>	<p>brooms, dustpan, large digging tools, gulleys, pulley, range of medium shape moulds, sand wheels, colanders, beakers with wide and narrow openings funnels, guttering,</p>	<p>balance scales, different shapes/size capacity containers (e.g tall narrow, tall wide), containers with holes more complex moulds like sand castle moulds, measuring jugs, spoons</p>	<ul style="list-style-type: none"> <li>• sieves, natural materials (pebbles, sponges, corks, pebbles, pumice stones, shells, wooden discs, pine cones, bark) water spray bottles, whisks</li> </ul>	<p>funnels, ice cube moulds slotted spoons, metal/plastic spoons, measuring spoons, serving spoons, teaspoons, tablespoons, wooden spoons, potato mashers</p>	<ul style="list-style-type: none"> <li>• scrapers, pattern makers, paintbrushes, rollers, shape cutters, combs, flag making resources</li> </ul>



<p><b>Water</b> Use of equipment / investigation / use of language / rules and routines</p>	<ul style="list-style-type: none"> <li>• develop hand-eye coordination showing preference for a dominant hand</li> <li>• explore pouring water from different heights</li> <li>• explore noises water makes</li> <li>• explore effect of dropping objects into water</li> <li>• repeat actions that have an effect</li> <li>• investigate submerging and sieving</li> <li>• follow simple rules</li> <li>• dress with support</li> </ul>	<ul style="list-style-type: none"> <li>• develop care and precision when tipping and pouring</li> <li>• use gross motor skills to pump, whisk or spray with one hand</li> <li>• explore with all our senses</li> <li>• explore different water states and observe how they change over time</li> <li>• follow instructions and routines</li> <li>• dress independently</li> <li>• share equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>• choose the right resources to carry out my own plan</li> <li>• make simple predictions and test out ideas</li> <li>• develop an awareness of concepts such as force and energy</li> <li>• use language to compare and order by weight capacity and solve problems</li> <li>• make comparisons, using language such as 'more than' and 'heavier than'</li> <li>• play cooperatively and negotiate with others</li> </ul>	<ul style="list-style-type: none"> <li>• handle tools safely and with increasing coordination and control (connecting resources, using two handed pumps and two-handed whisks</li> <li>• handle resources with increasing control and purpose (e.g. squeezing, wringing)</li> <li>• experiment and investigate how water moves and flows</li> <li>• talk about different materials and their properties such as floating and sinking</li> <li>• Observe and talk about the properties of water</li> </ul>	<ul style="list-style-type: none"> <li>• develop fine motor skills, manipulating tools such as syringes and pipettes for squirting</li> <li>• explore how water is absorbed or moves through and over different materials</li> <li>• explore how to move water at different heights using different tubing, guttering, pulley systems and piping.</li> <li>• investigate how to move objects with water</li> <li>• develop descriptive vocabulary following sensory exploration of water, ice and other materials</li> <li>• talk about textures</li> </ul>	<ul style="list-style-type: none"> <li>• create and blow bubbles</li> <li>• investigate the best way to move water long and short distances</li> <li>• develop the concept of measurement by using measuring resources</li> <li>• solve problems</li> <li>• talk about ways keep safe around different types of waters</li> <li>• understand and develop an awareness of conserving water</li> </ul>
<p><b>vocab</b></p>	<p>Drop, splash dripping, fill, empty, pour, cup, jugs, fill, full, empty, gone, top, bottom, pour, container, move size, more, less, Big/ger, small/smaller, rules</p>	<p>tip, instructions, repeat, observe, pump, whisk, submerge, under, sieve, share ice, frozen, melt, listen, splash,</p>	<p>Capacity, empty/full, overflow, half full, almost full, nearly empty, brim compare, shallow, deep more than' and 'heavier than' Resources, plan, actions, order, predict, tubing, guttering, test, materials</p>	<p>Float/ing, sink/ing, flow, squeeze, wring/ing, pump, whisk/ing (verb), connect, Clear, transparent, reflect, reflection, see through, Observe, explore, liquid, faster, slower, evaporate</p>	<p>Squirt, absorb, soak, drench, moist, seep, leak, trickle, gush, drizzle, sprinkle, fluid, murky, texture, slimy, boggy, direction ripple, waterproof, evaporate, steam,</p>	<p>Measure/ment, horizontal, vertical, distance, Bubbles, froth, cause, effect, water cycle, river, pond, sea, puddle, lake, ocean, well fountain, Turbulent, waterfall, iceberg, conserve</p>
<p><b>Resources</b></p>	<p>Cups, jugs, bottles, pots with spouts, short containers, no handled containers, funnels, natural objects to drop, small world resources (boats, ducks, frogs, people, pirates, sea creatures) aprons</p>	<p>containers of different shapes with wide openings/ handles, one handed whisks and sprays, liquid soap, eco-glitter, mica powder, food colouring/ scents (inc herbs), soap, bamboo / plastic guttering stands</p>	<p>different sized measuring jugs, cylinders and containers. Rain collecting trays/cups Scales ice cube trays / muffin trays  tin foil, balls, stones, etc (other items than water)</p>	<p>containers with holes, Two handed whisks, objects to wring water out of like sponges and cloths, syringes, pipettes, ladles, slotted spoons, irregular shaped containers, materials to explore floating and sinking Natural items (leaves, petals, conkers, pine cones, sticks, acorns, pebbles, stones, driftwood, bark, pumice stone), water wheel</p>	<p>turkey basters, pipettes Test tubes, clear tubing, extendable pipes pumps, drainpipes, tubing, hosepipes (various lengths) clear water ramp, e.g. corrugated plastic Sponges and cloths of different absorbances, Solar-powered water fountains, sprinkler, fishing net, pulley corks, cotton reels, lids, lumbers' pipes, objects to move – e.g. stones other natural materials, small world</p>	<p>measuring cups and spoons,  items to create bubbles wands- tennis rackets, hoops bubble solution, straws</p>

<p><b>Mud</b> Creating process / Tools / Use of language</p>	<ul style="list-style-type: none"> <li>• use all my senses to explore mud and materials</li> <li>• use basic tools and equipment – cups, plates, bowls, spoons, wooden spoons</li> <li>• make simple statements</li> <li>• use vocabulary such as mix and pour</li> <li>• follow simple rules</li> </ul>	<ul style="list-style-type: none"> <li>• create representations of real-life food (e.g. pie, cake, sandwich)</li> <li>• mix ingredients together</li> <li>• begin to use equipment with control</li> <li>• Purposefully use pots, pans, baking trays</li> <li>• use vocabulary such as ‘brew’, ‘stir’ and ‘spread’</li> <li>• follow instructions and routines</li> <li>• dress independently</li> <li>• share equipment and materials</li> </ul>	<ul style="list-style-type: none"> <li>• follow a simple pictorial recipe – adding items in order</li> <li>• use tools for different purposes</li> <li>• talk about and compare capacity, weight and size</li> <li>• use new vocabulary, such scoop, sprinkle or ‘decant’</li> <li>• play cooperatively and negotiate with others</li> </ul>	<ul style="list-style-type: none"> <li>• follow a simple recipe including key actions (e.g. whisk, mash, grind)</li> <li>• handle tools safely and with increasing control</li> <li>• notice and describe the texture of different materials</li> <li>• use cooking verbs such as knead, boil, grind, bake, slice</li> </ul>	<ul style="list-style-type: none"> <li>• plan my own projects and recipes</li> <li>• explore how malleable materials and texture can be changed– add water, sand, bark, flower petals, lavender</li> <li>• describe a process with some detail</li> </ul>	<ul style="list-style-type: none"> <li>• add details to my creations</li> <li>• create textures and add details</li> <li>• use more advanced tools such as garlic press, graters, peelers</li> <li>• evaluate my process and impact on finished product</li> </ul>
<p><b>vocab</b></p>	<ul style="list-style-type: none"> <li>• Rules, equipment, bowls, cups, plates, spoons, wooden spoons</li> <li>• Mix, pour, cut,</li> </ul>	<p>Recipes, potions, pots, pans, baking trays</p> <ul style="list-style-type: none"> <li>• stir, spread, cook</li> </ul>	<p>Capacity, weight, size, measure, weigh, scoop, sprinkle, decant, heavier, lighter</p>	<ul style="list-style-type: none"> <li>• Describe, texture, control, materials, safely</li> </ul> <p>Knead, Boil, grind, bake, slice, melt, whisk, mash, melt, simmer, brew, fry</p>	<ul style="list-style-type: none"> <li>• Malleable materials, changed, water, sand, bark, flower petals, projects, discuss</li> </ul>	<p>Textures, details, describe</p> <p>Grate, peel, dice, beat, Layer, blend</p>
<p><b>Resources</b></p>	<p>large furniture (including chairs, tables, cupboards, crates, cooker, microwave) waterproof clothing, aprons, gardening gloves Chalk board (for writing menus and ingredients on) washing-up bowl, cloth, sponge, flannel</p>	<p>cutlery, bowls and plates household food item containers (such as milk cartons, egg boxes) baking sheets, baking tins, muffin trays, chopping boards containers to store natural resources - add twigs, conkers, pine cones, leaves teapots, coffee pots, kettle and tea sets recipe cards</p>	<p>natural resources (gravel, bark, stones, acorns, leaves, pine cones, shells, sand, petals, herbs, sticks, moss, grass, plants, spices) Different-sized containers (funnels, buckets, cups, beakers, jugs, watering can, pots and pans) magnifying glasses, squeezey bottles</p>	<p>pestle and mortar recipe books and menus measuring jugs and cylinders, beakers with wide and narrow openings weighing scales resources for celebrations (such as cupcake cases, candles, rice bowls, chopsticks, decorations)</p>	<p>turkey baster, scoops, ladles, rolling pins, potato masher and other familiar kitchen utensils cookie cutters funnels, metal/plastic/wooden spoons, slotted spoons, measuring spoons and measuring cups, bowls, dishes, cauldrons, serving spoons, teaspoons, tablespoon</p>	<p>interesting tableware (goblets, egg cups) Large/small pipettes, syringe, tongs, spatulas Jelly moulds and ice cube trays containers with holes (colanders, sieves, sugar shakers, salt shakers, tea strainers) garlic press, hand whisks, egg beaters</p>



<p><b>Creating with media and materials</b> Representations / colour / use of equipment / printing / working with others</p>	<ul style="list-style-type: none"> <li>• create shapes using lines to enclose a space</li> <li>• experiment with colours and marks</li> <li>• use one-handed tools and equipment independently</li> <li>• develop hand-eye coordination</li> <li>• work creatively on small and large-scale materials</li> <li>• take turns with resources</li> </ul>	<ul style="list-style-type: none"> <li>• draw using shapes to represent objects</li> <li>• create simple representations</li> <li>• choose colours for a particular purpose</li> <li>• use materials that they gather from the local environment in their work</li> <li>• create clear prints from objects</li> <li>• share resources</li> </ul>	<ul style="list-style-type: none"> <li>• create representations of people, events and objects</li> <li>• make simple models from my own ideas</li> <li>• know some combinations of colour mixing</li> <li>• developing fine motor skills to use a range of tools effectively and safely - paintbrushes, scissors, pens and pencils</li> <li>• explore printing with a range of different objects</li> <li>• print onto different textures</li> </ul>	<ul style="list-style-type: none"> <li>• draw with increasing control and add detail</li> <li>• explore painting on a range of different surfaces</li> <li>• refine my ideas and represent them accurately</li> <li>• choose and mix the colours I want to use</li> <li>• design, texture, form and function</li> <li>• explore different types of joining</li> <li>• produce relief prints (e.g. with sting/card)</li> <li>• create collaboratively, sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>• show accuracy with drawing skills</li> <li>• use tools in different ways to explore techniques such as flicking, spattering and dabbing</li> <li>• use knowledge of colour mixing to explore creating different tones or shades</li> <li>• manipulate materials to create my desired effect</li> <li>• solve problems</li> <li>• create patterns and pictures printing with objects using more than 1 colour</li> <li>• share creations and explain the process used</li> </ul>	<ul style="list-style-type: none"> <li>• Show different emotions in their creations, drawings and paintings</li> <li>• safely use appropriate tools and techniques to shape, assemble and join materials</li> <li>• refine fine motor skills by using a range of different tools and materials.</li> <li>• use knowledge of colour mixing to explore creating different tones or shades</li> <li>• plan projects and creative activities</li> <li>• adapt work when necessary</li> <li>• Explore mono printing</li> </ul>
<p><b>Vocab</b></p>	<ul style="list-style-type: none"> <li>• Shapes, represent, colour, marks, tool names (e.g. paint brush, roller) Colour names, wavy, straight, curved, (on, next to, inside, under),</li> </ul>	<ul style="list-style-type: none"> <li>• Names of natural materials, print, clear, share, draw</li> </ul>	<ul style="list-style-type: none"> <li>• Mix, make, (names of people / events / objects), models, ideas, plan, design, imagine, method, pattern cut, stick, explore, create</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate, experiment, explore texture words (bumpy) details, press, mould, shape, roll, squish join tab, fold, tie, flange,</li> </ul>	<ul style="list-style-type: none"> <li>• shade light, lighter, dark, darker tone, tint, tone</li> <li>• dab, splatter, flick twist, squeeze</li> </ul>	<ul style="list-style-type: none"> <li>• alter, amend, adjust, tint, connect, tone smudge, blend, pastels, charcoal, sculpture</li> </ul>
<p><b>Resources</b></p>	<p>Clipboards, paintbrushes, paint, pencils, paper, aprons, sponges, rollers, drying rack, mixing palettes, water pots, sticky tape, child scissors, junk modelling, glue sticks, sellotape, collage materials, painting tools using natural materials(leaves, sticks, stones, petals)</p>					



<p><b>Maths</b> Number / measurement / geometry / pattern</p>	<ul style="list-style-type: none"> <li>• subitise</li> <li>• sing number rhymes and songs</li> <li>• compare amounts</li> <li>• sort objects into sets</li> <li>• name and use circles and triangles</li> <li>• use positional language</li> <li>• compare size and mass</li> <li>• explore pattern</li> <li>• follow rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>• represent, compare and compose numbers 1 2 3, then 4 5</li> <li>• identify one more and one fewer to 5</li> <li>• recognise different ways that numbers can be represented</li> <li>• name and compare 4 sided shapes</li> <li>• compare length and height and time</li> <li>• copy patterns</li> </ul>	<ul style="list-style-type: none"> <li>• compare numbers to 0 - 5</li> <li>• compose numbers 4 and 5</li> <li>• represent, compare and compose numbers 6, 7 and 8</li> <li>• practise matching numeral and quantity</li> <li>• combine 2 groups</li> <li>• compare mass and capacity</li> <li>• use time related vocabulary</li> <li>• make pairs</li> </ul>	<ul style="list-style-type: none"> <li>• compare numbers to 10</li> <li>• compose and arrange 10 in different ways</li> <li>• identify number bonds to 10</li> <li>• practise rote counting, starting and stopping at different numbers</li> <li>• compare 3D shapes</li> <li>• identify and explore more complex patterns</li> </ul>	<ul style="list-style-type: none"> <li>• build numbers beyond 10</li> <li>• identify counting patterns beyond 10</li> <li>• making teen numbers – dice, 2 ten frame</li> <li>• doubling, sharing and grouping, even and odd</li> <li>• adding more - taking away, composing and decomposing numbers</li> <li>• use money language in role play</li> <li>• match, rotate and manipulate shapes</li> <li>• record using tally marks</li> </ul>	<ul style="list-style-type: none"> <li>• name coins accurately</li> <li>• explore composing and decomposing shapes</li> <li>• explore maps and talk about different routes</li> <li>• explore ways to record mathematical thinking</li> <li>• recognise and explore ways of measuring time</li> <li>• deepening understanding of pattern – copying, correcting and creating</li> </ul>
<p><b>Vocab</b></p>	<ul style="list-style-type: none"> <li>• Subitise, sort (colour, size, number, shape etc), same different, heavy, light, big, small, in, out, under, over, above, next to, In front, behind, heavy, light, heavier, lighter</li> <li>• Circles, triangles, 2D shape names, flat, straight, corner,</li> </ul>	<ul style="list-style-type: none"> <li>• Number names 1 – 5</li> <li>• one more, one fewer, less</li> <li>• square, rectangle, oblong, diamond</li> <li>• long/er, short/er, tall/er,</li> </ul>	<ul style="list-style-type: none"> <li>• Number names 0-10,</li> <li>• capacity lighter than, heavier than, heaviest, lightest, balanced, equal mass, compare, more, most, less, least</li> <li>• Pair, same, different,</li> <li>• Quantity</li> <li>• Time, measure, second, minute, how long, how many</li> </ul>	<p>3D shape names, sides, flat surfaces, vertices, edges, number names 0-20 and beyond Patterns, repeat, Compose</p>	<ul style="list-style-type: none"> <li>• Number names 0-20, add, addition, subtract, take away, more, less, ten frame, number tracks, equation,</li> <li>• double, share, even odd</li> <li>• tally</li> <li>• pence, pound</li> </ul>	<ul style="list-style-type: none"> <li>• 2D shape names, 3D shape names, rotate, Rotate, decompose,</li> <li>• flip, turn, equal, total, amount, altogether</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Natural materials for counting, sorting, creating patterns and subitising (acorns, leaves, sticks, cones, conkers, shells etc)</li> <li>• Circles and triangles of different sizes (and materials?)</li> </ul>	<ul style="list-style-type: none"> <li>• tapes measures, rulers measuring jugs/spoons</li> <li>• giant 5 frames (could be made from natural materials)</li> <li>• mark making equipment (then all year)</li> </ul>	<p>giant 10 frames (could be made from natural materials) weighing balances, mud kitchen equipment scales, Number fans, plastic numbers, laminated part-part-whole models or created with plastic hoops</p> <ul style="list-style-type: none"> <li>• large clock, stop watches</li> </ul>	<p>Natural materials for patterns. Non-fiction books on patterns, various sized 3D plastic shapes, ramps Number lines and numbered stepping stones 0-20 3D junk materials (cereal boxes, tooth paste, boxes etc)</p>	<p>Large numbers, numbers 0-20, large abacus, large dice, large foam dominoes, numicon pieces</p> <ul style="list-style-type: none"> <li>• Money/coins</li> <li>• clipboards to tally</li> </ul>	<ul style="list-style-type: none"> <li>• map of outdoor area, selection of maps to read and hidden items to find based on instructions hopscotch, 3D junk materials, masking tape, large plastic coins to be found around the outdoors,</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literacy</b> <b>Physical / use of equipment / purpose</b></p>	<ul style="list-style-type: none"> <li>• use large-scale movements to create marks</li> <li>• show preference for a dominant hand</li> <li>• explore different materials and tools</li> <li>• use one-handed tools</li> <li>• give meaning to the marks</li> <li>• experiment to create a variety of marks, such as lines, shapes, patterns and symbols</li> <li>• recognise graphemes</li> </ul>	<ul style="list-style-type: none"> <li>• develop large-muscle movements and upper arm and shoulder strength</li> <li>• explore different ways to use tools and equipment to make different marks</li> <li>• develop control when mark making</li> <li>• use a comfortable grip when holding pencils and have good control</li> <li>•</li> <li>• develop an idea of directionality</li> <li>• use identifiable letters to communicate meaning</li> <li>• write our name</li> </ul>	<ul style="list-style-type: none"> <li>• hold tools with a good, comfortable grip</li> <li>• start to form recognisable letters</li> <li>• use various tools and equipment to draw simple pictures and representations</li> <li>• develop an understanding of the link between the shape of a letter and the sound it represents</li> <li>• use some print and letter knowledge in their writing</li> </ul>	<ul style="list-style-type: none"> <li>• increase body control and coordination</li> <li>• use phonic knowledge in writing</li> <li>• create plans for construction</li> <li>• write a simple phrase or caption</li> </ul>	<ul style="list-style-type: none"> <li>• reread my written work to check that it makes sense</li> <li>• use writing to share ideas and information</li> <li>• develop writing in play situations</li> <li>• respond to the natural world by drawing and writing</li> </ul>	<ul style="list-style-type: none"> <li>• write for a purpose</li> <li>• explore writing for a range of purposes</li> <li>• talk about my writing and read it to others</li> <li>• learn how to structure a sentence and explore punctuation</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>vocab</b></p>	<p>Marks, movements, one-hand, print, meaning</p>	<ul style="list-style-type: none"> <li>• name, left to right, lines, shapes, Topic words, rehearse sentence verbally,</li> </ul>	<ul style="list-style-type: none"> <li>• Letters, sounds, segment, blend, phonics grapheme diagraph, trigraph</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, design, label, phrase, caption</li> </ul>	<p>Reread, finished sentence finger spaces,</p>	<p>Capital letter, full stop,</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Resources</b></p>	<p>Brooms, powder paint, giant chalk, sponges and mops, paintbrushes, buckets of water - long-handled paintbrushes, large activity tray with materials, such as rice, sand and cornflour, playground chalks, paintbrushes and large cardboard boxes and pens, cling film wrapped around table legs or around fence panels</p>	<p>name cards, clipboards and paper, crayons, pens, pencils, rollers and large foam brushes, mark-making pattern cards, large sheets of paper, large chalkboards and chalk</p>	<p>mark-making bags/ belts or carry buckets containing a range of pens and pencils and paper, broom, easels, paint, paintbrushes,</p>	<p>phonic mats/cards, resources for making plans for large-scale constructions, pieces of paper and masking tape to make equipment labels spray bottles, notebooks and pens, thin paintbrushes and small pots of water</p>	<p>role-play resources to inspire mark making and writing, such as tickets for puppet theatres, price labels in shops or menus in cafes sketchbooks for recording observations of the natural world,</p>	<p>blank maps, posters, range of different writing frames,</p>