London Colney Primary and Nursery School – Curriculum Overview – EYFS

	Autumn 1 – 7 Weeks	Autumn 2 – 7 ½ Weeks	Spring 1 – 6 Weeks	Spring 2 – 6 Weeks	Summer 1 – 6 weeks	Summer 2 – 7 Weeks
Possible Themes, Interests, Lines of Enquiry						
Each term in the EYFS we begin with a theme as a starting point at the beginning of the term to cover particular topics and areas within the curriculum, but then proceed to identify children's interests and adapt our planning to follow the children's lines of enquiry through continuous and enhanced provision in the environment.						
Nursery	**All About Me!** Settling into Nursery About themselves and their families Their Home The Body Emotions and feelings **Celebrations:** Rosh Hashanah Harvest **Core Texts:** The Colour Monster, Love Makes a Family, Funny Bones, All Are Welcome, My class is a family, All kinds of families, Tango Makes Three	**Celebrations** Autumn Diwali Halloween Bonfire Night Remembrance Christmas **Celebrations:** Black History Month Diwali Halloween Bonfire Night Remembrance Hanukkah Christmas **Core Texts:** Room on the Broom, It was a cold, dark night, Dipali's Diwali, The Christmas Story, The Gingerbread Man, Sparks in the Sky, Leaf Man, The Hanukkah Mice	**Traditional Tales** The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff Little Red Riding Hood **Celebrations:** Chinese New Year Valentine's Day Random Acts of Kindness Week **Core Texts:** The Three Little Pigs, Goldilocks and the Three Bears, The Three Billy Goats Gruff, We're Going on a Bear Hunt, The Chinese New Year Story, The Magic Paintbrush	**The Natural World** Dinosaurs Volcanoes Space **Celebrations:** British Science Week Easter Start of Ramadan Mother's Day **Core Texts:** Whatever Next, Polar Bear, Polar Bear what do you hear? Dinosaur Roar, Lost and Found	**Growth and Change** Planting and Growing Life Cycles Seasons Climates Transient Art **Celebrations:** Father's Day **Core Texts:** Jack and the Beanstalk, Jasper's Beanstalk, The Very Hungry Caterpillar, What the Ladybird Heard	**Transition to Reception/Summer** Transition visits to Reception environment Reception teacher to spend time in Nursery Travel and Transport Seaside **Celebrations:** Transition Sport's Day Healthy Eating Week **Core Texts:** Starting school, the Colour Monster goes to school, What the ladybird heard at the seaside, The Worrysaurus
Reception	**All about me** Settling into Reception **Celebrations:** Rosh Hashanah Harvest **Core Texts:** The Very Hungry Caterpillar, Starting School, Ruby Worry, Goldilocks and the Three Bears, The Tiger Who Came to Tea	**Celebrations** **Celebrations:** Black History Month Diwali Halloween Bonfire Night Remembrance Hanukkah Christmas **Core Texts:** Diwali, And Tango Makes Three, Whatever Next, Supertato, Sock Man, We're Going on a Bear Hunt	**Creativity** **Celebrations:** Chinese New Year Valentine's Day Random Acts of Kindness Week **Core Texts:** Mixed/Remixed, Special People, the Gingerbread Man, Chinese New Year	**People who help us** **Celebrations:** British Science Week Easter Start of Ramadan Mother's Day **Core Texts:** People who help us – fire fighter, police, post, vet, doctor	**Growth and Change** **Celebrations:** Father's Day **Core Texts:** What the Ladybird Heard, Squash and a Squeeze, The Smartest Giant in Town, Jack and the Beanstalk	**Transition to Year 1** **Celebrations:** Transition Sport's Day Healthy Eating Week **Core Texts:** We are all different, The Gruffalo, Room on the Broom, Little Red Riding Hood
Special Weeks						
After October half term 'Special Weeks' will begin, this is where each child will have a focus week where planning is individualised, responsive and deeply rooted in each child's immediate interests and needs, fostering an environment where children are active participants in their learning journey.						
Communication and Language						
This is suggested programme of teaching focus for communication and language skills. C&L is developed throughout the year through high quality interactions, continuous and enhanced provision, daily group discussion, sharing circles, stories, singing, weekly interventions, role play and daily story time.						
Nursery	**Listening, Attention & Understanding** • Listens with interest to familiar stories and rhymes. • Joins in with repeated phrases and anticipates key events. • Follows simple instructions, especially when supported by gestures or visuals. • Shows increased attention to group activities for short periods. **Speaking** • Uses simple phrases of 2-4 words to express needs and ideas. • Begins to use new vocabulary related to immediate environment. • Attempts to join in with songs and rhymes. • Uses non-verbal gestures alongside speech to communicate.	**Listening, Attention & Understanding** • Maintains focus for longer periods during stories and group times. • Understands and responds to simple two-step instructions. • Begins to understand 'who', 'what' and 'where' questions about stories and routines. **Speaking** • Begins to use longer phrases and simple sentences (up to 5 words). • Uses conjunctions like "and" to link ideas. • Uses new words related to immediate experiences and celebrations. • Starts to ask simple questions.	**Listening, Attention & Understanding** • Listens to and recalls key points from familiar stories. • Understands 'why' and 'how' questions with adult support. • Follows more complex instructions involving 2-3 steps. **Speaking** • Uses longer sentences (5-6 words). • Begins to retell simple stories or events in order. • Uses descriptive language and basic story language. • Asks and answers simple questions during conversations.	**Listening, Attention & Understanding** • Responds appropriately to questions about stories and experiences. • Listens and responds to a wider range of question types (including 'why', 'how'). • Can follow instructions involving several parts when supported. • Shows understanding of more abstract concepts. **Speaking** • Responds appropriately to questions about stories and experiences. • Listens and responds to a wider range of question types (including 'why', 'how'). • Can follow instructions involving several parts when supported. • Shows understanding of more abstract concepts (e.g., growth, change).	**Listening, Attention & Understanding** • Listens attentively during longer group discussions and story times. • Understands multi-step instructions in daily routines. **Speaking** • Responds to open-ended questions about stories or events. • Uses complex sentences (6+ words). • Expresses ideas and feelings clearly. • Begins to use tense accurately (past, present, future). • Uses comparative language (bigger, faster, more).	**Listening, Attention & Understanding** • Understands and responds to a variety of questions, including hypothetical ('what if') and reasoning questions. • Follows and engages with longer, more complex stories. • Maintains focus during group tasks without constant adult support. • Shows understanding of narrative and non-fiction texts. **Speaking** • Speaks confidently in full sentences using varied vocabulary. • Tells detailed stories or experiences with sequence and relevant detail. • Uses language to reason, predict, and explain ideas. • Engages in meaningful conversations with peers and adults.

Reception

Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding	Listening, Attention & Understanding
• Listens attentively in a range of situations, including longer stories and instructions. • Understands and responds appropriately to questions, including 'who', 'what', 'where'. • Follows instructions with two or more steps independently. • Maintains focus during group activities for extended periods. **Speaking** • Uses well-formed sentences with increased vocabulary. • Begins to use tenses accurately (past, present, future). • Answers 'how' and 'why' questions about experiences and stories. • Uses talk to describe events, ideas, and feelings clearly.	• Sustains listening and attention for 15+ minutes during storytimes and group activities. • Understands a wider range of question types, including 'when' and 'how'. • Follows complex instructions and sequences with minimal support. • Demonstrates understanding of key ideas and events in stories. **Speaking** • Tells simple stories and recounts experiences in sequence. • Uses language to compare, describe, and explain. • Asks questions to clarify meaning and deepen understanding. • Uses new vocabulary related to topics and daily life.	• Listens attentively to information and explanations. • Understands and discusses causes and effects in stories and real life. • Follows multi-step instructions confidently. • Begins to infer meaning and make predictions during story listening. **Speaking** • Uses more complex sentences (including conjunctions like because, so, but). • Expresses opinions, feelings, and ideas clearly. • Participates in discussions and responds to others' ideas. • Retells familiar stories with detail and some story language.	• Listens for longer periods without losing focus, even with distractions. • Understands abstract ideas such as time, change, and cause-effect. • Makes connections between different ideas and events. • Follows increasingly complex narratives and non-fiction information. **Speaking** • Uses talk to plan, predict, and solve problems. • Begins to explain reasoning and clarify ideas. • Uses varied vocabulary and grammatical structures. • Engages confidently in conversations, negotiating and explaining.	• Listens to and understands detailed information from a variety of texts. • Anticipates what might happen next in stories and explains reasoning. • Follows complex instructions independently. • Can summarise and recall key information from stories and explanations. **Speaking** • Tells stories or recounts experiences with rich detail and sequencing. • Uses past, present, and future tenses accurately. • Begins to use imaginative and descriptive language. • Asks and answers a wide range of questions, including hypothetical.	• Listens attentively and critically in group discussions and independent learning. • Demonstrates understanding of cause, effect, and perspective. • Follows extended and multi-part instructions confidently. • Makes connections across different learning and experiences. **Speaking** • Speaks fluently with clear articulation and varied vocabulary. • Uses language creatively to entertain and inform. • Explains ideas, reasons, and feelings confidently and clearly. • Participates fully in collaborative conversations and debates.

Personal, Social and Emotional Development

This is a suggested programme of study for the children's PSED but these skills will be developed constantly through adult intervention in their play e.g. to model, to help share, to suggest ways of resolving situations etc.

Nursery

Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation
• Begin to settle into Nursery routines and familiarise with the environment. • Show some awareness of own feelings and begin to express them. • Begin to develop strategies to manage feelings with adult support. **Managing Self** • Start to show independence in basic self-care (e.g., washing hands, putting on coat). • Begin to select and use resources with adult help. • Show interest in and awareness of own belongings. **Building Relationships** • Begin to form attachments to familiar adults and seek comfort when upset. • Show interest in other children but parallel play predominates. • Respond to simple social interactions with smiles or gestures.	• Begin to recognise and name a wider range of feelings. • Start to use simple strategies to calm down with adult support. • Recognise emerging ability to focus attention during group activities. **Managing Self** • Show increased independence with routines (e.g., tidying up). • Begin to make simple choices in play and activities. • Show pride in achievements, however small. **Building Relationships** • Engage in more interactive play with peers, including simple turn-taking. • Show awareness of classroom rules and boundaries with reminders. • Respond positively to praise and encouragement.	• Show increasing ability to manage emotions with some adult guidance. • Begin to tolerate minor frustrations or changes to routine. • Show improved attention span in both adult-led and child-led activities. **Managing Self** • Take more responsibility for own belongings and self-care tasks. • Begin to understand the concept of sharing and cooperation. • Show willingness to try new activities and experiences. **Building Relationships** • Engage in more sustained and reciprocal play with peers. • Begin to show empathy, e.g., comforting a friend who is upset. • Respond appropriately to adults and peers in familiar situations.	• Use simple words or actions to express a wider range of feelings. • Show increasing independence in managing emotions and behaviour. • Begin to understand and follow simple rules without constant reminders. **Managing Self** • Show growing confidence in trying new tasks and activities. • Begin to express preferences and make more independent choices. • Manage basic hygiene and personal needs with less adult help. **Building Relationships** • Cooperate in group activities, sharing resources and taking turns more consistently. • Show growing friendships and preferences for certain peers. • Understand and respect others' feelings and needs.	• Demonstrate greater emotional resilience and flexibility. • Begin to self-regulate in small group and larger group settings. • Recognise the impact of own behaviour on others. **Managing Self** • Take initiative in self-care and personal organisation. • Show motivation and persistence in tasks. • Make choices and talk about reasons for them. **Building Relationships** • Engage in cooperative play involving shared goals or roles. • Use language to resolve conflicts or negotiate. • Show empathy and kindness to peers and adults.	• Confidently express a range of feelings and manage emotions effectively. • Show understanding of social expectations and boundaries. • Begin to reflect on own behaviour and make positive choices. **Managing Self** • Show independence and responsibility in self-care and routines. • Demonstrate confidence in new social settings (e.g., transition to Reception). • Show pride and confidence in achievements. **Building Relationships** • Form positive, respectful relationships with a wider range of peers and adults. • Use communication skills to maintain friendships and resolve disagreements. • Show awareness of group rules and demonstrate cooperative behaviour consistently.

Reception

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Self-Regulation • Begins to understand classroom expectations and simple rules. • Identifies basic emotions (happy, sad, angry) and begins to name them. • Can follow one-step instructions and participate in short group activities. • Uses adult support to manage feelings and behaviour. **Managing Self** • Settles into new routines with increasing independence. • Begins to manage own belongings (coat, lunchbox, water bottle). • Attempts basic self-care tasks (toileting, handwashing) independently. • Starts to build confidence in selecting activities. **Building Relationships** • Begins to build trusting relationships with key adults. • Plays alongside others; beginning to join in with peers. • Takes turns with adult support. • Seeks help and comfort appropriately from adults.	**Self-Regulation** • Recognises a wider range of emotions and begins to describe them. • Understands and begins to follow behavioural expectations more independently. • Begins to wait and take turns with less adult support. • Starts to use language to express needs and emotions. **Managing Self** • Manages daily transitions (e.g., to outdoor play or lunchtime). • Grows in confidence when tackling new experiences. • Demonstrates awareness of safety in the environment. • Shows independence in dressing and hygiene routines. **Building Relationships** • Forms friendships with peers; begins to show empathy. • Initiates conversations and play with others. • Cooperates in play and begins to resolve minor conflicts with support. • Engages more in group activities.	**Self-Regulation** • Demonstrates greater awareness of feelings in self and others. • Begins to use strategies (e.g., breathing, talking) to calm down. • Follows multi-step instructions with support. • Shows improved control over impulses (e.g., not interrupting, waiting turn). **Managing Self** • Takes greater responsibility for personal care and belongings. • Shows resilience when facing challenges. • Begins to reflect on own behaviour with adult support. • Makes healthy choices with support (e.g., food, hygiene). **Building Relationships** • Works cooperatively with peers in shared tasks. • Offers help or comfort to others. • Listens to others' ideas and responds appropriately. • Begins to problem-solve social situations with support.	**Self-Regulation** • Recognises how behaviour affects others. • Manages changes to routine with increasing ease. • Can manage conflicts with peers using language, supported by adults. • Sustains focus on activities even when challenges arise. **Managing Self** • Demonstrates confidence when making choices independently. • Begins to set simple goals (e.g., "I'm going to finish this puzzle."). • Talks about how to stay healthy (e.g., exercise, food, sleep). • Makes links between actions and consequences. **Building Relationships** • Engages in group play and team-based tasks with minimal support. • Resolves small disagreements with simple strategies (e.g., sharing, compromise). • Shows kindness and fairness in play. • Builds positive relationships with a wider group of peers.	**Self-Regulation** • Understands and talks about feelings using a wide emotional vocabulary. • Shows ability to adapt behaviour to different settings or expectations. • Can independently manage transitions and changes. • Begins to explain own behaviour and its impact. **Managing Self** • Shows high levels of independence in daily routines. • Demonstrates perseverance and problem-solving when things are difficult. • Talks about keeping safe in different contexts (e.g., online, crossing roads). • Manages risks with greater awareness and confidence. **Building Relationships** • Initiates and maintains friendships. • Works collaboratively and respects others' contributions. • Demonstrates fairness and turn-taking without reminders. • Supports peers in social or emotional situations.	**Self-Regulation** • Shows consistent ability to identify, express, and regulate emotions. • Demonstrates resilience and independence in new or challenging situations. • Reflects on their learning and behaviour with maturity. • Can follow adult direction even in unfamiliar settings. **Managing Self** • Prepares confidently for new experiences, including transition to Year 1. • Demonstrates responsible behaviour without reminders. • Explains how to keep healthy, safe, and happy. • Takes pride in achievements and talks about future goals. **Building Relationships** • Demonstrates empathy, respect, and care in a range of relationships. • Works as part of a team, negotiating and solving problems. • Resolves conflicts independently and fairly. • Leaves Reception with confidence in their sense of self and belonging.

Physical Development

Nursery

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Gross Motor Skills • Moves confidently in familiar spaces. • Runs safely, avoiding obstacles. • Begins to climb, balance, and jump with increasing coordination. • Starts to negotiate space and stop/start on request. **Fine Motor Skills** • Explores mark-making with various tools (crayons, pencils, paint). • Begins to use two hands together (e.g., threading, stacking). • Starts to show control when picking up small objects. • Shows interest in using tools (e.g., scissors, playdough cutters) with support. **Health and Self-Care** • Begins to understand simple hygiene routines (e.g., washing hands). • Learns about toilet routines with adult support. • Starts to recognise when they are hungry, thirsty, or tired. • Learns to ask for help with basic needs.	**Gross Motor Skills** • Develops strength and balance in climbing and large-scale play. • Begins to pedal a trike or scooter with support. • Can follow movement instructions (e.g., tiptoe, stretch, stomp). • Joins in with movement and dance activities. **Fine Motor Skills** • Begins to develop a pincer grip with fingers and thumb. • Can make snips in paper with scissors. • Uses mark-making tools with more control. **Health and Self-Care** • Follows handwashing and toileting routines more consistently. • Learns about dressing skills (e.g., putting on coat with adult help). • Talks about things that make them feel good or poorly. • Begins to show awareness of personal hygiene.	**Gross Motor Skills** • Moves freely with greater control and coordination. • Starts to combine movements (e.g., run and jump, change direction while moving). • Balances along low-level equipment with some support. • Follows multi-step movement patterns in games and songs. **Fine Motor Skills** • Holds mark-making tools with a more controlled grip. • Can thread larger beads or shapes. • Begins to copy simple shapes and lines with writing tools. • Uses hands and fingers with increasing strength. **Health and Self-Care** • Begins to attempt fastenings (e.g., zips, Velcro) with support. • Talks about healthy habits (e.g., fruit, water, sleep). • Takes greater responsibility for toileting. • Starts to understand dangers (e.g., hot/cold, sharp objects).	**Gross Motor Skills** • Shows coordination in games with others. • Improves ability to stop/start or change direction while running. • Begins to understand how to use equipment safely and cooperatively. • Joins in with movement stories and action songs confidently. **Fine Motor Skills** • Uses a comfortable grip when holding writing tools. • Begins to form circles and lines with intent. • Uses scissors to cut along a short straight line. • Begins to show control in stacking, pinching, and twisting activities. **Health and Self-Care** • Dresses with some independence. • Begins to manage snacks and meal routines independently. • Explores safe use of equipment. • Recognises need for rest or quiet when tired.	**Gross Motor Skills** • Confidently moves over, under, around, and through obstacles. • Shows increased strength and control in climbing and balancing. • Participates in simple team movement games. • Begins to understand spatial awareness when moving around others. **Fine Motor Skills** • Draws shapes and simple people or objects with intention. • Controls tools like scissors, glue sticks, and paintbrushes with more precision. • Begins to develop independence with zips, buttons, and other fastenings. • Uses one-handed tools with increased confidence. **Health and Self-Care** • Begins to understand basic sun and water safety. • Recognises foods that are healthy and those to enjoy occasionally. • Shows independence in managing own belongings. • Explains how to keep hands, face, and body clean.	**Gross Motor Skills** • Demonstrates strength, balance, and coordination across a range of movements. • Jumps off equipment safely and lands appropriately. • Moves confidently in both structured and unstructured physical play. • Begins to show understanding of healthy physical habits. **Fine Motor Skills** • Begins to use dominant hand consistently. • Forms recognisable shapes and letters with control. • Uses tools like scissors, pencils, and cutlery independently and correctly. • Shows readiness for Reception-level fine motor control activities (e.g., early handwriting). **Health and Self-Care** • Fully independent in toileting and hygiene routines. • Shows awareness of self-care choices (e.g., brushing teeth, hydration). • Demonstrates safety awareness indoors and outdoors. • Shows physical readiness for Reception (e.g., stamina, dressing, control).

Reception						
Gross Motor Skills • Moves confidently in different spaces indoors and outdoors. • Runs, jumps, and climbs with greater coordination and control. • Begins to show spatial awareness, avoiding obstacles and people. • Joins in with action songs, movement games, and dancing. **Fine Motor Skills** • Uses tripod grip for mark-making tools with encouragement. • Begins to use scissors with increased control. • Shows strength and coordination in hands and fingers. • Starts to form letters and shapes with control and intent. **Health and Self-Care** • Settles into school routines (e.g., toileting, handwashing, snack time). • Knows to wash hands after using the toilet and before eating. • Begins to recognise when they feel tired, hungry, or unwell. • Starts to dress independently with adult support.	**Gross Motor Skills** • Demonstrates increasing control in balancing and climbing activities. • Can move in different ways (e.g., hopping, skipping, crawling). • Starts to take part in team games and group movement activities. • Explores different speeds and directions in physical play. **Fine Motor Skills** • Uses dominant hand with more consistency. • Begins to write letters using correct orientation and size with guidance. • Shows improved precision when cutting, drawing, or using tools. • Uses small construction materials with greater control and creativity. **Health and Self-Care** • Can manage coat, shoes, and basic fastenings with little support. • Talks about ways to stay healthy (e.g., food, water, sleep). • Begins to make choices for their own well-being (e.g., choosing fruit, resting). • Understands why we brush teeth and wash hands.	**Gross Motor Skills** • Moves confidently and fluently in a range of activities (e.g., obstacle courses, dance). • Begins to control body in stillness. • Can catch and throw a ball with growing accuracy. • Builds strength and balance through climbing and swinging. **Fine Motor Skills** • Uses tools safely and with increased control (e.g., hole punch, tweezers). • Begins to form most lowercase letters correctly. • Manipulates fastenings with more independence (e.g., zips, buttons). • Creates detailed drawings with clear features or meaning. **Health and Self-Care** • Demonstrates increased independence with dressing and hygiene routines. • Begins to take responsibility for tidying up and organising personal items. • Understands the importance of regular activity and rest. • Discusses healthy eating and making positive food choices.	**Gross Motor Skills** • Participates in team games with growing understanding of rules. • Jumps, hops, and balances with control on different surfaces. • Demonstrates safe risk-taking in outdoor play. • Can coordinate arms and legs during running, skipping, or dancing. **Fine Motor Skills** • Begins to write simple words and sentences with legibility and spacing. • Uses scissors with control to follow curved or zigzag lines. • Builds models using small parts, showing problem-solving and control. • Uses cutlery appropriately and with improved confidence. **Health and Self-Care** • Understands the effect of exercise on the body (e.g., heartbeat, breathing). • Begins to manage own health needs with minimal reminders. • Recognises and discusses feelings associated with physical needs (e.g., tired, hungry). • Takes care of own belongings throughout the day.	**Gross Motor Skills** • Combines movement patterns with increasing fluency (e.g., run-jump-land). • Participates in extended outdoor play with stamina and enjoyment. • Takes turns and follows instructions in group physical tasks. • Moves safely and confidently in new or unfamiliar physical environments. **Fine Motor Skills** • Holds pencil correctly and writes clearly with control. • Consistently uses tools (glue, scissors, rulers) with accuracy. • Forms recognisable letters, numbers, and simple sentences. • Demonstrates strength and dexterity in detailed tasks (e.g., model building, threading). **Health and Self-Care** • Explains how to stay safe in different settings. • Takes increasing responsibility for personal hygiene. • Begins to reflect on how lifestyle choices affect health. • Prepares for change in routines (e.g., school trips, transition to Year 1).	**Gross Motor Skills** • Demonstrates control, confidence, and coordination in sports-day-style games. • Shows readiness for KS1 PE by following multi-step instructions. • Can move fluidly between gross motor activities. • Understands how to warm up and cool down. **Fine Motor Skills** • Uses fluent, legible writing for purpose (e.g., signs, stories, cards). • Shows mastery in using fine tools across learning areas. • Prepares for Year 1 handwriting and writing stamina. • Confidently handles cutlery and classroom tools. **Health and Self-Care** • Fully independent in managing hygiene, dressing, and eating. • Understands how to maintain a healthy body and mind. • Demonstrates understanding of healthy lifestyle habits. • Shows confidence in transitioning to Year 1 routines and expectations.

Literacy

Nursery						
Comprehension • Listens to and enjoys stories with repeated phrases or rhyme. • Joins in with familiar story actions and refrains. • Shows interest in books and print in the environment. • Begins to recognise and talk about favourite stories. **Word Reading** • Begins to notice print in the environment (e.g., logos, signs). • Responds to rhythm and rhyme through songs and rhymes. • Listens and responds to environmental sounds. **Writing** • Makes marks using a range of materials (paint, chalk, pencils). • Begins to ascribe meaning to marks in play (e.g., "This says Mummy"). • Explores making patterns (e.g., circles, lines, zigzags).	**Comprehension** • Can recall parts of a familiar story or repeat key phrases. • Begins to answer simple questions about a story (e.g., who, what). • Joins in with shared book reading experiences. • Chooses books independently and treats them with care. **Word Reading** • Recognises own name and some familiar logos or symbols. • Shows awareness of initial sounds in words (e.g., "s is for snake"). • Joins in with rhyming activities and songs. **Writing** • Uses marks to represent meaning more deliberately. • Begins to give meaning to drawings and marks. • Attempts to write own name with some recognisable letters or shapes.	**Comprehension** • Talks about story settings, characters, and main events with support. • Begins to understand and use story vocabulary. • Demonstrates understanding through small world or role-play. • Asks questions or makes comments during storytime. **Word Reading** • Recognises and says initial sounds in words. • Begins to explore letter sounds through games and activities. • Matches some letters to sounds, particularly in own name. • Continues to develop enjoyment of rhyme and alliteration. **Writing** • Copies some letters from name or known words. • Draws pictures to communicate ideas or stories. • Attempts to write familiar words or symbols in play. • Begins to use writing tools with increased control.	**Comprehension** • Anticipates key events in familiar stories. • Retells parts of stories using pictures or props. • Understands that print carries meaning and can be read. • Talks about characters' feelings and actions. **Word Reading** • Begins to blend and segment orally (e.g., c-a-t = cat). • Can match some letters to their sounds. • Joins in with initial phonics games (Phase 1 or beginning of Phase 2 style). • Shows interest in reading books independently or with peers. **Writing** • Writes letter-like shapes and strings of symbols. • Forms some recognisable letters, particularly from own name. • Begins to write labels, lists, or marks in role-play. • Uses a comfortable and effective pencil grip.	**Comprehension** • Retells simple familiar stories using story language and structure. • Begins to sequence events using pictures or own drawings. • Talks about likes/dislikes in books and gives opinions. • Understands that text is read from left to right. **Word Reading** • Recognises some high-frequency words or familiar labels. • Blends and segments orally with increased confidence. • Identifies some letters and their sounds independently. • Begins to read own name and some familiar words. **Writing** • Attempts to write captions, names, and simple words. • Uses some identifiable letters in writing. • Draws with increasing detail and control. • Begins to write left to right with spacing between marks.	**Comprehension** • Independently chooses and retells favourite stories. • Demonstrates understanding of beginning, middle, and end. • Predicts what might happen next in a story. • Talks about characters and compares them across stories. **Word Reading** • Knows some letter-sound correspondences. • Attempts to blend simple CVC words orally (cat, dog). • Recognises some familiar words in the environment or in books. • Begins to match spoken words to printed text with support. **Writing** • Writes some or all of own name from memory. • Writes letters and some familiar words with recognisable shapes. • Attempts simple sentences using known letters and sounds. • Shows readiness for Reception phonics and writing expectations.

Reception

Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
• Listens attentively to stories and responds with comments or questions. • Begins to retell simple, familiar stories using props or actions. • Understands and uses story-related vocabulary (e.g., character, beginning). • Starts to engage with books independently or in a group. **Word Reading** • Listens to and joins in with Phase 1 phonics. • Recognises and begins to read own name and familiar print. • Begins Phase 2 phonics: learns some letter-sound correspondences (e.g., s, a, t, p). • Identifies initial sounds in words. **Writing** • Holds a pencil with a secure tripod grip. • Writes own name, some from memory and with correct letter formation. • Uses mark-making to represent ideas, labels, or words. • Begins to write letter-like shapes and known letters during play.	• Retells key events from stories in sequence. • Answers questions about what they have heard or read. • Begins to make simple predictions. • Engages in book talk and shows preference for favourite texts. **Word Reading** • Continues Phase 2 phonics: blends and segments simple CVC words (e.g., dog, cat). • Reads some taught tricky words (e.g., I, the, to, no, go). • Begins to read simple words in context (e.g., labels, captions). • Recognises some high-frequency words in print. **Writing** • Uses known letter-sound correspondences to write CVC words. • Begins to write labels, lists, and captions. • Attempts to write some tricky words. • Uses initial and final sounds when writing unfamiliar words.	• Retells familiar stories using story language and sequencing words. • Begins to innovate familiar stories or invent own simple narratives. • Discusses characters, settings, and events with increasing vocabulary. • Understands story structure. **Word Reading** • Completes Phase 2 phonics and begins Phase 3. • Reads a wider range of CVC and CVCC words independently. • Recognises and reads more tricky words. • Begins to decode short sentences using known GPCs. **Writing** • Writes short phrases or sentences using known letter-sound correspondences. • Begins to use capital letters and full stops with support. • Spells CVC words phonetically and attempts high-frequency words. • Rereads writing to check for meaning with adult support.	• Retells and re-enacts stories confidently using story maps or puppets. • Begins to compare and contrast different stories or characters. • Expresses opinions about stories and explains preferences. • Engages with nonfiction texts for information. **Word Reading** • Continues Phase 3 phonics: reads words with digraphs and trigraphs. • Applies phonics to read simple sentences. • Begins to read aloud with fluency and expression. • Recognises a growing bank of tricky words on sight. **Writing** • Begins to write sentences that can be read by themselves and others. • Uses finger spaces between words. • Applies Phase 3 sounds in writing (e.g., rain, light, teeth). • Begins to write for different purposes (e.g., letters, lists, stories).	• Demonstrates deeper understanding of stories through discussion. • Makes links between own experiences and stories read. • Begins to explain cause and effect in stories. • Uses books to answer simple questions or find out information. **Word Reading** • Begins Phase 4 phonics: reads longer words (e.g., CCVC, CVCC). • Reads sentences with increasing confidence and fluency. • Applies tricky words in reading without prompting. • Reads simple books independently, using known phonics. **Writing** • Writes several linked sentences to form a short story or recount. • Begins to use basic punctuation more consistently (capital letters, full stops). • Spells most CVC and Phase 3 words correctly. • Uses vocabulary from stories or nonfiction texts in writing.	• Retells, adapts, or creates stories with structure and rich vocabulary. • Explains what they think might happen next in a story and why. • Engages confidently with a range of texts including poetry and nonfiction. • Understands how stories can be structured for different purposes. **Word Reading** • Confidently reads a wide range of words and sentences using all taught phonics. • Applies Phase 4 skills to decode more complex words. • Reads unfamiliar books with confidence, applying known strategies. • Demonstrates comprehension through discussion and questioning. **Writing** • Writes independently using phonics knowledge and basic punctuation. • Writes for a range of purposes. • Rereads own work to check for sense and edits with support. • Shows readiness for Year 1 writing expectations.

Phonics

This is a suggested programme of study for phonics in Reception based on the Little Wandle Letters and Sounds Revised scheme. However, we will teach phonics responsively, following the children's individual needs and stages of development. We will also continually revisit and reinforce key phonics skills through daily practice, continuous provision, and targeted adult support during play and learning.

Nursery

Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
• **Focus:** Build familiarity with nursery routines, Rhyme Time, and nursery rhymes. • **Rhyme Time:** Introduce a different rhyme 3–5x per week (e.g., Little Star, Baa Baa Black Sheep) to support listening, syllables, rhyming, alliteration and sound awareness	• Begin Tuning into Sounds • Continue daily Rhyme Time. • Session structure (5–6 mins): • What's in the box? – introduce one focus sound/object • Sound game – e.g., voice sounds, name play • Blend from the box – oral blending practice • Oral blending game • Embed ongoing Rhyme Time.	• Continue Tuning into Sounds (3–5 sessions/week). • GPC focus: d, g, o, c, k, e. • Maintain same session routine: Box → Game → Blend → Oral blend • Continue daily Rhyme Time.	• Next GPC block: u, r, h, b, f, l. • Follow the established short-burst session structure. • Reinforce blending and build confidence.	• Focus GPCs: j, v, w, y, z, qu, ch. • Continue daily tuning sessions: focus sound, sound game, blend, oral game. • Rhyme Time continues as a regular feature.	• Final GPCs of Phase 1: ck, x, sh, th, ng, nk. • Consolidation of learned sounds through games and blending activities. • Prepare children to transition into Reception with Phase 2 readiness.

Reception

Phase 2	Phase 2 Completion	Phase 3	Phase 3 Review	Phase 4	Phase 4 Consolidation
• Graphemes (teach 4 per week) • Weeks 1–5: s a t p | i n m d | g o c k | c k e u r | h b f l • Tricky words: is, I, the • Skills: Introduction to letter–sound correspondences, daily blending/segmenting, early decoding of CVC words.	• Graphemes: • ff ll ss j v w x y z zz qu ch sh th ng nk • New tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be • Skills: Final phase 2 graphemes, blending CVC/CCVC words, recognition of plurals and –s/–es endings.	• Graphemes (introduce 4–6 per week): • ai, ee, igh, oa | oo, oo, ar, or | ur, ow, oi, ear | air, er • Tricky words: was, you, they, my, by, all, are, sure, pure • Skills: Blend longer CVC/CVCC words, track down double-letter words (e.g., "ball"), continue applying phonics in reading and writing.	• Consolidation of all Phase 3 graphemes • Practice: double letters, multisyllabic words, plurals/–es, embedded –s/–z • No new tricky words, but ongoing review of prior tricky words • Skills: Deepen reading fluency and spelling accuracy through revision and keep-up sessions.	• Grapheme focus: Short vowels adjacent to consonants—CVCC, CCVC, CVCC, CCCVC, CCCVCC pattern words • Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today • Skills: Read/write words with consonant clusters & suffixes (-ing, -ed, -est); cultivate fluency.	• Review: CVCC/CCVC/CCCVC words, long and compound words • Morphology: Further work on suffix patterns (-ing, -ed, -er, -est) • No new tricky words, but review continues • Skills: Secure application of Phase 4 rules and decoding strategies before Year 1 entry.

Mathematics

This is a suggested programme of study for the maths that will be covered in Reception based on the My Mastery Maths Ark Curriculum planning. However we will teach the learning as it arises in the children's individual needs and interests. We will also be continually revising all mathematical areas through continuous provision and adult intervention in the children's play.

Nursery	**Number** • Begins to count in everyday contexts (e.g. during play, snack time). • Joins in with number songs and finger rhymes (e.g., Five Little Ducks). • Begins to recognise numerals 1–3 in the environment. • Notices differences in quantity (e.g. "more", "lots", "empty"). **Numerical Patterns / Early Shape & Space** • Explores sorting and matching objects by colour, size, or shape. • Begins to use positional language in play (e.g., in, on, under). • Notices patterns in the environment (e.g., stripes, dots). • Begins to build and stack using a variety of shapes.	**Number** • Counts to 5 from memory, sometimes beyond. • Begins to show finger representations for numbers (e.g., 2 fingers for 2). • Matches numeral to quantity for 1–3 with support. • Uses number language in play (e.g., "I've got three cups"). **Numerical Patterns / Early Shape & Space** • Recognises and names 2D shapes in simple contexts (e.g., circle, square). • Begins to copy simple AB patterns. • Explores concepts of size (big/small) and compares objects. • Starts using everyday language of capacity (e.g., full/empty).	**Number** • Counts objects up to 5 with 1:1 correspondence. • Begins to recognise numerals 1–5. • Understands "more" and "less" in practical contexts. • Begins to subitise small quantities (up to 3) without counting. **Numerical Patterns / Shape, Space & Measures** • Creates and extends simple patterns using colours or objects. • Understands and uses comparative language (e.g., taller/shorter). • Begins to describe position and movement in play (e.g., up, down, next to). • Sorts objects by more than one attribute (e.g., size and colour).	**Number** • Confidently counts to 10 by rote. • Matches quantities to numerals up to 5. • Begins to understand that numbers represent how many objects are in a set. • Explores early addition through combining groups of objects (informally). **Numerical Patterns / Shape, Space & Measures** • Orders objects by size (e.g., shortest to tallest). • Begins to use shapes purposefully in construction. • Talks about simple patterns and predicts what comes next. • Begins to explore time-related concepts (e.g., day/night, before/after).	**Number** • Counts objects beyond 5 accurately with some consistency. • Begins to understand 1 more and 1 less within 5. • Begins to partition small groups (e.g., "3 and 1 make 4"). • Talks about simple mathematical problems in play. **Numerical Patterns / Shape, Space & Measures** • Recognises and names more 2D shapes (triangle, rectangle) and some 3D shapes (cube). • Uses positional language with increased accuracy (e.g., behind, between). • Measures short periods of time in play (e.g., timers, sand timers). • Describes patterns and begins to create more complex ones (e.g., AAB).	**Number** • Confidently counts to 10 and begins to count beyond. • Subitises up to 3 and begins to subitise 4 or 5. • Explores early addition and subtraction in practical contexts. • Recognises and begins to form numerals to 5 or 10. **Numerical Patterns / Shape, Space & Measures** • Sequences familiar events (e.g., bedtime routine, story sequence). • Orders objects by length, height, or weight using everyday language. • Begins to use shapes to represent objects or make models. • Understands and uses everyday language of time, shape, and measure in play.
Reception	**Early Mathematical Experiences & Pattern** • Embed counting reliably to 5, then 10 through songs, routines, and visual resources. • Recognise, create, and describe patterns in rhymes, blocks, and nature. • Begin comparing quantities using everyday language: "more," "less," "same" • Develop fluency in subitising up to 5. • Introduce cardinality, conservation, and one-to-one correspondence.	**Numbers within 6; Addition & Subtraction within 6** • Count and represent numbers confidently with objects and pictorial aids. • Understand "one more" / "one less" through experimentation. • Solve simple addition and subtraction problems with manipulatives. • Introduce measurement vocabulary ("longer," "heavier") in play-based contexts. • Recognise and name basic shapes; sort objects by attribute	**Numbers within 10; Calendar & Time; Addition & Subtraction within 10** • Extend counting and one-to-one correspondence to 10. • Familiar daily sequencing: days of the week, morning-to-night time order. • Represent addition/subtraction problems within 10, using story contexts and counting strategies. • Explore sharing and grouping using small objects.	**Grouping & Sharing; Number Patterns within 15; Doubling and Halving** • Begin equal grouping and simple sharing (e.g., snack-time sharing). • Recognise numeric patterns within 15 and use them visually (e.g., ten frames). • Use manipulatives to double small quantities and explore halving concepts.	**Securing Addition & Subtraction Facts; Number Patterns within 20 & Beyond** • Build fluency in adds/subtracts within 10 through games and visuals. • Investigate numerical patterns up to 20 (counting in 2s, 5s). • Begin exploring number beyond 20 through counting and comparing larger groups.	**Money; Measures; Exploring Patterns** • Recognise and use coins in play shops; combine simple amounts. • Explore non-standard measures (capacity, length) using everyday tools. • Identify, describe, and create visual patterns with increasing complexity.

Understanding the World

Nursery	**Past and Present** • Begins to talk about themselves and family events. • Looks at photos or baby items and talks about change over time. **People, Culture and Communities** • Talks about family routines and familiar places (home, nursery). • Begins to notice similarities/differences between themselves and others. **The Natural World** • Uses senses to explore natural materials (e.g., leaves, water, sticks). • Talks about the weather and simple seasonal changes. **Technology** • Explores simple electronic toys. • Shows awareness of everyday technology. • Imitates adults using technology in role-play.	**Past and Present** • Talks about events from their own experiences. • Begins to understand time through celebrations and routines. **People, Culture and Communities** • Learns about and joins in with a variety of cultural celebrations. • Begins to understand that people celebrate in different ways. **The Natural World** • Observes animals and plants associated with the season. • Describes changes in weather. **Technology** • Begins to use simple classroom technology with support. • Uses apps or simple software on tablets with adult support. • Talks about what a device is for.	**Past and Present** • Shares memories from recent holidays or events. • Begins to use language related to time (e.g., yesterday, last week). **People, Culture and Communities** • Talks about places they've been. • Begins to recognise maps or symbols. **The Natural World** • Talks about cold weather and ice, snow, or frost. • Explores simple properties of materials (melting ice, dissolving sugar). **Technology** • Uses simple functions on technological toys independently. • Begins to understand what a camera or tablet is used for. • Engages with digital books or story apps with support.	**Past and Present** • Retells events in order using sequencing language (first, then, next). • Talks about how they have changed. **People, Culture and Communities** • Compares own routines with others. • Explores traditions from a range of cultures. **The Natural World** • Observes and talks about signs of spring (e.g., buds, lambs, baby animals). • Begins to talk about plant growth and life cycles through stories and play. **Technology** • Begins to understand basic functions of a device. • Explores remote-controlled toys and programmable devices (e.g., Beebots). • Understands that technology can be used for different purposes.	**Past and Present** • Talks about how things have changed in their own life. • Begins to recall events in the correct order with more detail. **People, Culture and Communities** • Recognises that different families and communities may have different traditions. • Begins to describe their local environment and community helpers. **The Natural World** • Investigates minibeasts and simple habitats outdoors. • Sorts natural objects (e.g., shells, stones, leaves) and discusses properties. **Technology** • Uses simple ICT tools for a purpose. • Begins to create simple marks or drawings on screen. • Talks about how they use technology at home.	**Past and Present** • Compares now and then using personal timelines (e.g., baby → toddler → now). • Talks about upcoming changes (e.g., new class, turning 4). **People, Culture and Communities** • Reflects on different traditions and places visited or discussed during the year. • Talks about where they live and where others live. **The Natural World** • Compares environments (e.g., forest, beach, city) using stories and play. • Describes how to care for nature. **Technology** • Uses a range of digital devices with increasing independence. • Completes simple activities on a tablet or computer (e.g., puzzles, art). • Begins to understand safety with technology (e.g., asking an adult for help).

Reception						
Past and Present • Talks about events in their own life. • Shares memories of things that happened "when I was little". • Begins to understand the difference between past and present. **People, Culture and Communities** • Describes who is in their family and talks about family routines. • Begins to talk about where they live and their local environment. • Recognises similarities and differences between themselves and others. **The Natural World** • Explores signs of autumn. • Names and explores features of the natural world using all senses. • Begins to ask questions about what they see outdoors. **Technology** • Uses class technology with support. • Talks about everyday devices they use at home (e.g., TV, tablet). • Begins to understand that technology can help us find things out.	**Past and Present** • Talks about changes over time. • Compares past and present experiences (e.g., old toys vs new ones). • Begins to recognise historical characters/events through story or images. **People, Culture and Communities** • Learns about and compares different cultural celebrations. • Recognises that not everyone celebrates the same events. • Talks about where their family comes from, if applicable. **The Natural World** • Describes seasonal weather and day/night changes. • Explores and describes different materials and their properties. • Observes animals that appear in winter or hibernate. **Technology** • Uses technology to interact with age-appropriate stories, games, or videos. • Begins to use simple tools on a tablet or computer. • Understands the concept of using devices safely with support.	**Past and Present** • Retells simple past events using time-related language. • Talks about changes over time in familiar people or places. **People, Culture and Communities** • Explores different people's jobs and roles in the community. • Uses maps or globes to explore where things happen. • Shows interest in different homes, traditions and transport. **The Natural World** • Observes and talks about signs of winter and early spring. • Makes predictions (e.g., what might happen to a snowman in the sun). • Compares materials in different states (melting, freezing). **Technology** • Operates simple software or apps to complete a task (e.g., painting, puzzles). • Begins to use a camera or tablet to record learning. • Talks about using technology to find out about the world (e.g., watching clips about animals).	**Past and Present** • Compares life now to "a long time ago" through books and images. • Begins to understand that older people have different experiences. **People, Culture and Communities** • Learns about springtime celebrations around the world. • Recognises similarities and differences between their culture and others. • Talks about visiting different types of places (e.g., farm, beach, mosque). **The Natural World** • Observes growth and changes. • Describes life cycles of familiar animals. • Understands how to care for living things. **Technology** • Uses a digital device to take photos or videos to document growth/change. • Begins to create simple digital content. • Recognises the importance of asking an adult before going online.	**Past and Present** • Tells stories about their own life and how they've changed. • Talks about how people lived differently in the past. • Begins to ask questions about how things used to be. **People, Culture and Communities** • Uses simple maps or plans in play. • Begins to talk about different countries, flags, languages and foods. • Talks about holidays or trips and differences in environments. **The Natural World** • Compares features of contrasting environments. • Begins to understand how weather affects the world. • Talks about what plants need to grow and how to care for them. **Technology** • Uses digital tools to record and present information. • Begins to understand that devices can connect us to people or places. • Explores programmable toys (e.g., Beebots) with increased independence.	**Past and Present** • Talks confidently about events in the past using appropriate vocabulary. • Explains how they have changed and what they are looking forward to (e.g., Year 1). • Begins to show awareness of how life was different in the past. **People, Culture and Communities** • Talks about similarities and differences between their lives and others'. • Reflects on the cultures, celebrations, and traditions explored during the year. • Describes where they live and how it compares to other places. **The Natural World** • Explains what they have observed and learned about plants, animals, and the seasons. • Talks about environmental care. • Uses vocabulary such as habitat, life cycle, environment with increasing accuracy. **Technology** • Uses a range of simple technologies for a purpose. • Talks about how to use technology safely and responsibly. • Understands that information can be found using the internet (with adult guidance).

Expressive Arts and Design

Nursery						
Creating with Materials • Explore media and materials through sensory play (paint, sand, water, clay). • Begin to make marks using different tools. • Experiment with colours, textures, and shapes. **Being Imaginative and Expressive** • Join in with simple action songs and nursery rhymes. • Begin to engage in pretend play based on own experiences (e.g. feeding doll, driving car). • Copy basic movements to music.	**Creating with Materials** • Make simple choices about tools and materials (e.g. choosing blue crayon for the sky). • Begin to use tools for a purpose (e.g. glue stick, scissors with support). • Create simple representations (e.g. drawing a face with eyes and mouth). **Being Imaginative and Expressive** • Re-enact familiar routines in role play. • Sing a wider range of songs with increased confidence. • Begin to change movement in response to music.	**Creating with Materials** • Combine materials and textures with purpose (e.g. feathers and glue to create a bird). • Begin to plan what they will make and talk about it before starting. • Use joining methods (glue, tape) with growing independence. **Being Imaginative and Expressive** • Develop storylines in pretend play with peers. • Explore pitch and rhythm using instruments. • Improvise simple songs or change words in known songs.	**Creating with Materials** • Use drawing to express ideas and feelings. • Show increasing control over tools (paintbrush, scissors, chalk). • Begin to mix colours purposefully. **Being Imaginative and Expressive** • Work with others to extend imaginative play. • Create and perform simple dances or movement sequences. • Show awareness of how music makes them feel.	**Creating with Materials** • Use a wide range of media to represent real or imagined ideas. • Refine techniques (cutting, painting, sticking). • Talk confidently about their creations and the process. **Being Imaginative and Expressive** • Sustain longer periods of role play, often involving dialogue and problem-solving. • Create sound effects or background music for stories. • Use music and movement to express emotions.	**Creating with Materials** • Independently select tools and materials to achieve intended outcomes. • Combine materials with skill (e.g. collage, junk modelling, sculpture). • Review and adapt their own work. **Being Imaginative and Expressive** • Rehearse and perform songs, dances or imaginative scenes. • Use expressive language and varied roles in play. • Share their preferences and feelings about music, artwork and performances.

London Colney Primary and Nursery School – Curriculum Overview – EYFS

Reception	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
	- Explore media freely; discuss colours, textures and tools. - Begin to draw recognisable figures, shapes or objects. - Learn to use scissors, glue, and tape safely. **Being Imaginative and Expressive** - Join in with songs and action rhymes confidently. - Use familiar role-play themes. - Begin to retell parts of familiar stories in play.	- Choose materials and tools for a purpose. - Experiment with mixing colours, creating patterns and textures. - Start to follow a design plan. **Being Imaginative and Expressive** - Take on different roles in imaginative play. - Sequence stories through play. - Respond to music with movement (fast/slow, happy/sad).	- Combine materials and techniques (collage, paint, drawing). - Talk about how their artwork was made and why. - Begin to evaluate and adapt ideas (e.g. "It needs more legs"). **Being Imaginative and Expressive** - Improvise songs or rhymes using rhythm and pitch. - Use props to enhance storytelling and performance. - Create expressive movement sequences to music.	- Develop control over fine motor skills (cutting, shaping, joining). - Represent ideas in increasingly detailed drawings and models. - Explore symmetrical design, pattern and scale. **Being Imaginative and Expressive** - Create more structured storylines with peers. - Use voices, movement and sound effects for dramatic play. - Sing songs from memory with clear words and melody.	- Plan and create more complex projects (e.g. junk model vehicles, multi-layer paintings). - Experiment with form and structure using clay, junk, and natural materials. - Show pride in completed work and talk confidently about it. **Being Imaginative and Expressive** - Rehearse and perform mini-plays or dances. - Respond to different genres and cultural music with movement. - Use expressive vocabulary to describe performances or creations.	- Confidently choose and combine media to achieve intended outcomes. - Refine and adjust creative work independently. - Share and explain ideas behind artwork with peers or adults. **Being Imaginative and Expressive** - Collaborate in performances, taking turns and adapting roles. - Compose short musical patterns or story-based songs. - Show awareness of audience and purpose in performance.