

## Nursery Progression of skills Document 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEMES	All about Me (settling in, making friends, likes, dislikes, special objects, homes)	Dark and Light (Bonfire night, Christmas, Diwali) Nursery Rhyme Week	Winter (materials, states of matter)	Fairy tales	Living things (mini beasts, plants)	Animal Kingdom (pets, jungle animals)
Inspirational people	Eric Carle <u>Author</u> John Logie Baird <u>Scientist</u>	Benjamin Britten <u>Classical Musician</u> Beth Mead <u>Sports personality</u>	Gautama Buddha <u>Religious leader</u> Kate Bush <u>Musicians</u>	Sir Isaac Newton <u>Mathematician</u> Helen Keller <u>Campaigner</u>	Cpt Robert Scott and Roald Amundsen <u>Explorer</u> Richard Steiff <u>Innovator</u>	Wassily Kandinsky <u>Artist</u> David Attenborough <u>Campaigner</u>
Focus text						
Communication and Language						
Observational checkpoint						
Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?" Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<u>Listening, Attention and Understanding</u>  Intent  Vocabulary  Implementation	Begin to listen to longer stories.  Book, pictures, listen reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.  Adults to read stories every day, snack time– more than once each – promote reading area and read to children in Cont Prov	Recall some key events from a story.  Where, who, characters,  During daily story sharing, discuss story from day before – who can remember...who is in the story?	Begin to pay attention to more than one thing at a time.  Carpet, sitting, listening, joining in, hand up, group.  Carpet time, assembly time, visual and verbal reminders to sit and listen.	Understand 2 step simple instructions.  Instructions, listening, questions, get, move.  Modelling asking and answering questions, asking children questions in a variety of situations -	Understand and answer why questions.  Why, when, where, because, tell me, questions. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.	Respond appropriately during a conversation.  Basic conversational language linked to chn interest – running of the day (good morning etc)  Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions,
<u>Speaking</u> Intent Vocabulary  Implementation	Retell familiar nursery rhymes. Words linked to rhymes on Little wandle Little wandle Rhyme time - daily - Set up areas in the cont provision with known rhymes and characters/puppets, teacher to model singing rhymes	To retell number rhymes. Sentence, songs, joining in, rhymes, poems, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Be able to speak using 4 – 6 word sentences. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs.  Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk.	Take turns speaking and listening during a conversation. Sitting, listening, and joining in, turn taking, my turn, your turn.  Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access.	Responds to simple questions. Ask why questions during a conversation.  Why, when, where, because, tell me, questions. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.	Use talk to organise their play. Vocabulary related to topics children have learnt throughout the year, sing, songs.  Adults planning in topic specific vocabulary across the year, children learning a range of songs.
Personal, Social and Emotional Development						
Observational checkpoints Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties. Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<u>Self-Regulation</u>  <b>Intent</b>  <b>Vocabulary</b>  <b>Implementation</b>	<p>To talk about themselves, express when feel happy, sad, tired or upset. I can find out about emotions through stories and discussions.</p> <p>Feelings, emotions, happy, sad, angry, tired, upset, scared,</p> <p>Books read focusing on feelings and emotions. Group discussions on emotions – particularly relating to starting nursery. Adults asking children to express how they're feeling- adults modelling too.</p>	<p>To be able to follow a one step instruction.</p> <p>Listen, child's name, follow, do</p> <p>During games/tidy up times, adult led activities, give chance and notice who can follow simple one step instructions – put the food in the basket, pass ___ the ball.</p>	<p>Be able to sit during group/circle time</p> <p>Sit, good sitting, good listening, listening ears,</p> <p>Refer to school rules and dojo points, Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time where they are supported and encouraged to tidy up.</p>	<p>Follow a 2 step instruction.</p> <p>Listen, child's name, follow, do</p> <p>During games/tidy up times, adult led activities, give chance and notice who can follow simple two step instructions – put the food in the basket and the plate here. Pick up the ball and give it to ___.</p>	<p>Share how they are feeling with a member of staff.</p> <p>Feelings, emotions, happy, sad, angry, tired, upset, scared,</p>	<p>To sit during circle time and join in a class session. E.g. mindfulness.</p>
<u>Managing Self</u>  <b>Intent</b>  <b>Vocabulary</b>  <b>Implementation</b>	<p>Begin to follow rules. To begin to understand the rules of a classroom – Be safe, Be kind, Be ready.</p>	<p>Start to understand feelings. (happy, sad and tired) To develop ability to follow the rules of the classroom. Be safe, Be kind, Be ready.</p>	<p>Develop ways of being assertive.</p>	<p>Shows they are able to follow rules. To develop ability to follow the rules of the classroom Be safe, Be kind, Be ready.</p>	<p>Start to understand feelings. (happy, sad, tired, worried, angry and scared)</p>	<p>Able to choose resources to help them achieve.</p>
<u>Building relationships</u>  <b>Intent</b>  <b>Vocabulary</b>  <b>Implementation</b>	<p>To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults. To take turns during group work and when playing games together.</p>	<p>To listen to the ideas of others. To find solutions to disagreements, with support from adults.</p>	<p>Begin to understand how someone else might feel.</p>	<p>Show confidence with others during a social situation.</p>
Physical Development						
Development matters PD24 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.						
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<u>Gross Motor skills</u> Intent  Vocabulary  Implementation	Explores moving their body in different ways. Walk, crawl, jump, climb, skip, hop, skill, carefully, safe, safely, In the outside environment and hall space, adults to initiate games and model playing. Mighty warriors and Karen Liddle's Dance school deliver weekly sessions.	Moves body to music showing when they can stop and start. Listen, stop, start, slow, fast, move, dance. Children to learn dances for Christmas show. Mighty warriors and Karen Liddle's Dance school deliver weekly sessions.	To be able to control a ball in different ways, balance on a variety of equipment and climb Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.  Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.	To jump and land safely from a height. Jump, climb, rock, boulder, high, bend knees, safe, safely Adults to help children climb and jump on apparatus/boulder in EY playground. Count as we jump, encourage anxious children by helping with hands, step up etc	To move safely with confidence and imagination, communicating ideas through movement. Work together to manage large items  Together, help, move, roll, hill, course  Teacher model to work together to use large planks and tyres outside, create obstacle courses Karen Liddle's School of dance – facial expressions, moving to different sounds, exploring feelings linked to music	Can follow instructions in simple races, running at speed and an obstacle course. Run, hop, jump, stop, fast, win, competition,  Plan and prepare for Sports day, introduce children to races slowly throughout the half term, adapt for all, join in whole school sport competitions.
<u>Fine Motor Skills</u> Intent  Vocabulary  Implementation	Children show they can use one handed tools. Pencils, tools, safely, hand, scissors, snips. Pencils available for children at all times, spring loaded scissors available for children to use, tools in playdough daily – adults to model correct use as far as possible	Makes snips in paper using scissors. safely, hand, scissors, snips. Adults use phrases – thumbs on top, snip to the front, provide opportunities for cutting and snipping in craft area – add scissors to playdough table	Child shows a preference for a dominant hand.  Write, draw, hands, pencils, hold, pens  Adult to provide lots of opportunities for drawing, painting, large and small movements with both hands,	Begin to hold a pencil with a modified tripod grip to show control. Write, draw, hands, pencils, hold, pens  Adult to provide lots of opportunities for drawing, painting, large and small movements with both hands,	Demonstrate a growing independence putting on a coat and shoes, begin to do zips. Coat, on, zip, up, buttons,	Begin to use a knife and fork.
<u>Literacy</u> Development Matters – Three and Four year olds L16 Understand the five key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different part of a book • Page sequencing L17 Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother. L18 Engage in extended conversations about stories, learning new vocabulary. L19 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. L20 Write some or all their name. L21 Write some letters accurately.						
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<u>Comprehension</u> Intent Vocabulary  Implementation	Joins in with repeated phrases for familiar stories. Book, pictures, listen  Adults to read stories every day, snack time– more than	Expresses simple likes about a shared story. Like,	Answers who and what questions linked to stories shared.	Expresses simple likes and dislikes about a shared story.	Uses new vocabulary in their play.	Uses new vocabulary in conversations.

	once each – promote reading area and read to children in Cont Prov	Give children the opportunity to vote for stories again saying if they liked them				
<u>Word Reading</u> Intent <u>Little Wandle to be followed daily</u> Vocabulary  Implementation	<b>Discriminates between</b> sounds. Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in. Children listening to different everyday things making sounds – BBC skills website Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes.	Develops book handling skills. Book, page, turn,  Teacher to model daily handling and reading books – cont prov to always have access to books and adult to encourage and model reading form pleasure	Can clap syllables. Clap, beat, how many, rhythm, copy me, Daily, clap children;s names at different point in the day – children to copy adult	Can recognise rhymes.  Little Wandle planning – 5 days, twice a day.	Identifies initial sounds  Little Wandle planning – 5 days, twice a day.	Able to develop oral blending skills.  Little Wandle planning – 5 days, twice a day.
<u>Writing</u> Intent Vocabulary	Can draw a straight line.  Line straight start pencil, hold	Can draw curved lines in both clockwise and anti-clockwise directions. Curved, start, stop, round	Ascribes meanings to marks during play.	Responds to focus texts through mark making.	Ascribes meanings to marks.	Beginning to record some sounds in sequence.
Implementation	Throughout cont prov, chn will have access to many mark making activities all year round, large scale dance and movements, with fine motor control activities will be repeated throughout. Various media to be used for mark making, with teacher modelling correct grip of tools used, using language to encourage correct formation of shapes and individual development of skills. Purpose to write will be included in cont prov – notebooks in home corner, clip boards in construction, drawing equipment outside					
Mathematics						
Development Matters: Three and Four Year Olds M12 Develop a fast recognition of up to 3 objects, without having to count them individually ('subitising'). M13 Recite numbers past 5. M14 Say one number for each item in order: 1,2,3,4,5. M15 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). M16 Show 'finger numbers' up to 5. M17 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. M18 Experiment with their own symbols and marks as well as numerals. M19 Solve real world mathematical problems with numbers up to 5. M20 Compare quantities using language: 'more than', 'fewer than'. M21 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Number</u> Intent  Vocabulary  Implementation	Recognition of up to 3 objects. Count, number, one, two, three, subitise number songs. What do you see?  Daily 5 frames, counting in the environment Use white rose Nursery units 3x times a week	Recognition of up to 3 objects. Count, number, one, two, three, subitise number songs. What do you see?  Use white rose Nursery units 3x times a week	Can count 5 objects from a larger group. Count, number, one – five subitise number songs.  Use songs like 5 speckled frogs, counting out frogs, lily pads etc Use white rose Nursery units 3x times a week	Begins to compare quantities within 10. More, less, groups, pile, lots  Use white rose Nursery units 3x times a week	Begins to represent numbers within 10 using pictorial representations.  Provide opportunities for children to make shopping lists – I need 3 apples. Or link to minibeasts – this ladybird need 6 spots etc  Use white rose Nursery units 3x times a week	Can use key language total/altogether.  Use white rose Nursery units 3x times a week



<u>Numerical Patterns</u> Intent Vocabulary  Implementation	Counts accurately to 3. Count, number, number songs. 1, 2, 3 – go, 1,2,3 jump!  Adults to model counting during play, jumping off rock, tidy up in 1, 2, 3! Sing nursery rhymes with 3 Count objects in Cont Prov Use white rose Nursery units 3x times a week	Counts accurately to 5. Count, number, number songs 1-5– go, 1,2..5 jump!  Adults to model counting during play, jumping off rock, tidy up in 1, 2, 3! Sing nursery rhymes with 5 Count objects in Cont Prov  Use white rose Nursery units 3x times a week	Counts accurately to 10. Count, number, number songs 1..10 jump!  Adults to model counting during play, jumping off rock, tidy up in 1, 2., 10! Sing nursery rhymes with 10 Count objects in Cont Prov  Use white rose Nursery units 3x times a week	Uses more or less, comparing numbers within 5. More, less, groups, pile, lots  Adult activities based on more than and fewer than.  Use white rose Nursery units 3x times a week	Experiments with own symbols and numbers. Draw, write, line, curved, numbers  Squiggle into numbers - large movements in dance linked to number formations – large paper on floor for children to continue mark making.  Use white rose Nursery units 3x times a week	Solves problems with numbers up to 5.  Problem solve, help, more, less, who many  Teachers use familiar nursery rhymes and characters to pose problems within 5 – goldilocks and bears, how many bowls do we kneed? I can find two 0 is that enough etc  Use white rose Nursery units 3x times a week
<u>Shape, Space and Measure</u> Intent Vocabulary  Implementation	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 2d, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.  3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes. Use white rose Nursery units 3x times a week	Make comparisons between objects relating to size, length, weight and capacity Long, short, describe, compare, height, size, heavy, light (er)  Use white rose Nursery units 3x times a week	Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Discuss routes and locations, using words like 'in front of' and 'behind' up, down, under, on top, near, next to, across Adults modelling prepositional language and supporting children to use these terms during play Use white rose Nursery units 3x times a week			
Understanding the world						
UW7Use all their senses in hands-on exploration of natural materials. UW8 Explore collections of materials with similar and/or different properties. UW9 Talk about what they see, using a wide vocabulary. UW10 Begin to make sense of their own life-story and family’s history. UW11 Show interest in different occupations. UW12 Explore how things work. UW13 Plant seeds and care for growing plants. UW14 Understand the key features of the life cycle of a plant and an animal. UW15 Begin to understand the need to respect and care for the natural environment and all living things. UW16 Explore and talk about different forces they can feel. UW17 Talk about the differences between materials and changes they notice. UE18 Continue developing positive attitudes about the differences between people. UW19 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Past and present</u> Intent  Vocabulary  Implementation	To talk about the concept of growing up. Grow, change, taller, bigger, hair, legs, feet, teeth  Look at baby pictures (sent in from home) How are we different? What can we do now that we couldn't do then)	Talk about their immediate family and their role in the family. House, home, mam, dad, sisters brothers, pets Draw pictures of themselves and family members, talk about who lives in their house, build houses in construction, stories linked	Listen to family stories.  Link to History books- invite in grandparents to talk about their childhood. Link to Nursery history books	Share past family experiences. Family, mam, dad, grandma, granda, holidays,  Encourage children to talk about their weekend, what they have done with family – teacher to talk about own family	Share and understand how they have grown and changed.  Link to lifecycles, pictures of them as babies	Explore changes over time. Change, grow, cycle, young, water, food,  Lifecycles – study frogs from school pond, caterpillars to butterflies and plant cress, sunflowers and bean plants.
<u>People, Culture and Communities</u> Intent Vocabulary	Know about family celebrations. Celebrate, party, family, gifts,	Know about events celebrated by different groups of people. Celebrate, difference, same,	Know about who celebrates Easter Believe, Easter, Jesus, new life spring	Know why we celebrate Easter. Believe, Easter, Jesus, new life, church,	Know about people who help us. Help, community, keeping safe, looking after us, Hartlepool	Understand how people help us. Help, community, keeping safe, looking after us, Hartlepool

Implementation	Birthdays – shares cards, cakes, candles How do we celebrate?	Diwali, video-images of different celebrations, (Let's celebrate) rangoli patterns, Christmas-celebrations of light link the two.	Christianity, 'open the book' to speak to Nursery	crosses, hot cross buns easter eggs  Easter story – Spring pictures	Invite community workers into school – fire brigade, police, dinnerlady, lollypop man	Invite community workers into school – fire brigade, police, dinnerlady, lollypop man
The Natural World Intent Vocabulary  Implementation	Explore changes in Autumn. Senses Leaves, colours, brown, yellow, autumn, seasons, cold, conkers Autumn walk, forest school visits, collecting Autumn items	Talk about taking care of the world around us. Senses Keep tidy, safe, rubbish  Looking after our classroom environment, reiterate rules, keeping safe and tidy – link to rules  Christmas baking/playdough with smells, textures	Explore what happens on cold winter days. Ice, snow, water polar regions, penguins, polar bears, melt, freeze, hard, soft, runny Ice and snow play, winter stories, melting, freezing, snowflake craft and mark making – find polar regions on globe, maps, baking	Explore different forces.  Push, pull, force, feel, magnets  Teachers to model building with magnetiles, in cont provision as starter to visit lang of magnets . Experiment with magnets and different materials	Know simple animal life cycles. Explore growing seeds and taking care of plants. Grow, life cycles, link words to animals (caterpillars, frogs, plants) Observe and read books about frog life cycle – pond in EY garden- weekly check on tadpoles and record by drawing, plant cress/ sunflowers and beans and observe.	Talk about taking care of the world around us – link to animals/pets -in the wild – jungle animals Pets, home, vet, pick up, Jungle, wild, habitat  Set up role play area of vets, include animals, bandages food etc Look at animals around the world, create jungle pictures, animal habitats
Expressive Arts and Design						
Development Matters EAD18 Take part in simple pretend play, using an object to represent something else even though they are not similar. EAD19 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. EAD20 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. EAD21 Explore different materials freely, to develop their ideas about how to use them and what to make. EAD22 Develop their own ideas and then decide which materials to use to express them. EAD23 Join different materials and explore different textures. EAD24 Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD25 Draw with increasing complexity and detail, such as representing a face with a circle and including details. EAD26 Use drawing to represent ideas like movement or loud noises. EAD27 Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. EAD28 Explore colour and colour mixing. EAD29 Listen with increased attention to sounds. EAD30 Respond to what they have heard, expressing their thoughts and feelings. EAD31 Remember and sing entire songs. EAD32 Sing the pitch of a tone sung by another person ('pitch match'). EAD33 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EAD34 Create their own songs or improvise a song around one they know. EAD35 Play instruments with increasing control to express their feelings and ideas.						
Creating with materials Intent Vocabulary  Implementation	Join different materials together, explore textures Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.  Adults give children access to a range of different materials. Model and narrate making creations (link to bday cards)	Make choices about which materials to use when creating. Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.  Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card	Create closed shapes with continuous lines. Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.  Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access. Draw penguins, follow instructions	Begin to include details on drawings. Drawing, pencils, paper, colouring pencils and pens, what, where, why,  Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process – Spring pictures for whole school display	Represent feelings, noises and movements through drawing.  Listen feelings, draw, colour, big, small, light, dark happy, sad, angry, scared, excited  Use inspirational musicians from this year, plus other music children will know – listen then draw on large pieces of paper on the floor.	Explore colouring mixing. Recognising and choose colours purposefully Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait  Children have access to powder paints in and outside areas, access too colour paints and various brushes and other utensils

<u>Being imaginative and Expressive</u> Intent Vocabulary Implementation	Join in with simple repetitive rhymes and songs.  Sing, words related to rhymes,  Daily Nursery rhymes, chanting phrases in class, welcome song sang everyday	Perform songs and dances in a Christmas performance.  Nativity – learning words, tune and rhythm	Explore sounds that can be made from percussion.  Beat, clap, hit, shake, strum, rhythm, count  Use body percussion (Youtube vids) and instruments in play inside and outside alongside music	Follows teachers signals/instructions when playing instruments (play and stop) Beat, clap, hit, shake, strum, rhythm, count  Use body percussion (Youtube vids) and instruments in play inside and outside alongside music	Create own songs using musical accompaniments.	Share likes and dislikes about a piece of music.
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