

### FS1—Curriculum Skill '1 ...

- Join in with familiar songs and rhymes.
- Talk about familiar books
- Tell a simple story
- Use sentences joined up with 'because' and 'and'
- Use talk to organise myself and my play.
- Start a conversation with a friend or adult and continue for several turns.
- Use sentences of 4 to 6 words.
- Express my point of view using words as well as actions
- Use what, where and who questions
- Use a wide range of vocabulary, which I use in my play and talking with others

### FS2—Curriculum Skill '1 ...

- Use talk to help work out problems and organise thinking and activities
- Use new vocabulary through the day
- Learnt rhymes, poems and songs
- Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Describe events in detail
- Explain how things work and why they might happen
- Ask questions to find out more
- Articulate my ideas and thoughts in well-formed sentences
- Retell a familiar story using exact repetition and my own words
- Sing some songs and rhymes

### Early Learning Goals

- \* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- \* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- \* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Transition into next phase:

- |   |
|---|
| Ask and answer relevant basic questions about the past. (Historical enquiry)  |
| Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)        |
| Talk, draw or write about aspects of the past. (Organisation and communication)   |
| Understand key features of events. (Understanding of events, people and changes)  |
| Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes) |

## Communication and Language - Listening, Attention and Understanding

### FS1 - Curriculum Skill '1 ...

- Listen to new rhymes and stories
- Listen to longer stories and remember much of what is happening
- Understand a question or instruction that has 2 parts eg. Get your coat and wait at the door
- Understand and answer simple why questions
- Understand simple concepts and related vocabulary
- Show that I am listening when someone is talking to me

### FS2- Curriculum Skill '1 ...

- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn new vocabulary
- Listen to stories
- Engage in non-fiction books
- Engage in story times
- Hold a conversation with my teacher and peers
- Say why listening is important
- Listen carefully in different situations

### Early Learning Goals

- \* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- \* Make comments about what they have heard and ask questions to clarify their understanding
- \* Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

## Personal, Social and Emotional Development—Self-Regulation

### FS1 - Curriculum Skill '1...

- Show how to find solutions to problems eg. Saying 'stop I don't like it' if someone upsets me instead of instead of retaliating.
- Practise ways of calming down in times when emotions are running high e.g. focusing on my breathing, choosing a favourite toy or book
- Identify and label my feelings happy, sad, cross, scared, excited
- Explain why I feel happy, sad, cross, scared, excited
- Share and take turns with support
- Recognise how others might be feeling and what may have caused them to feel that way
- Know my actions can affect the feelings of others

### FS2- Curriculum Skill '1 ...

- Set my own goals and worked towards achieving them
- Think about the perspective of others
- Follow instructions involving several ideas or actions
- Consider other people's feelings
- Wait my turn and use appropriate strategies to control my immediate urges eg use a timer
- Identify and moderate my own feelings socially and emotionally
- Express my feelings appropriately
- **Know my own actions have consequences**
- 

### Early Learning Goals

- \* Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- \* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- \* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

## Personal, Social and Emotional Development—Managing Self

### FS1 - Curriculum Skill '1 ...

- Explore what being healthy means, including trying healthy foods.
- Join in discussions about what being healthy means
- Select and use activities and resources during free flow, with help when needed
- Complete appropriate tasks to develop my sense of responsibility e.g. collecting and tidying away plates and cups at snack time.
- Say who can help us to stay healthy
- Engage confidently with unfamiliar people in the safety of our setting
- Engage confidently in new and unfamiliar activities in the setting
- Use the toilet by myself
- Wash and dry my hands independently
- Recognise when I need to change my clothes e.g. after a toilet accident or after becoming wet during water play
- Wash my hands after going to the toilet and before snack and lunch times
- Follow the rules and expectations of the setting e.g. walking feet inside, indoor voices

### FS2- Curriculum Skill '1 ...

- Show confidence to try new activities
- **Manage my own needs—personal hygiene**
- Dress/undress myself
- Line up and queue at mealtimes
- Use good manners throughout the day
- Show resilience and perseverance in the face of challenge
- Follow classroom/school rules and expectations
- Talk about the importance of the different factors and which support my overall health and wellbeing: **regular physical exercise, healthy eating**, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- **Know why we have rules and why they help us**
- **Know what is fair and unfair**

### Early Learning Goals

- \* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- \* Explain the reasons for rules, know right from wrong and try to behave accordingly
- \* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

### Transition into next phase:

- Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow. (Diet and hygiene)
- Explain how to stay safe in the sun. (Diet and hygiene)
- Begin to identify ways of stopping harmful germs. (Diet and hygiene)
- Identify the hazardous sign on bottles. (Diet and hygiene)
- Understand that a doctor can help make them feel better. (Diet and hygiene)
- Identify and name some large bones. (Healthy bodies)

## Personal, Social and Emotional Development—Building Relationships

### FS1 - Curriculum Skill '1 ...

- Am developing my sense of responsibility and membership of a community
- Seek out companionship with adults and other children, sharing experiences and play ideas
- Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
- Practice skills of assertion, negotiation and compromise
- Look to a supportive adult for help in resolving conflict with peers
- Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play
- Play with one or more other children, extending and elaborating play ideas

### FS2- Curriculum Skill '1 ...

- Build constructive and respectful relationships
- **Use some basic ways to avoid, manage and resolve conflict**
- **Understand the uniqueness and value of every person**
- **Have a feeling of self worth and worth of others**
- Share and play co-operatively with friends and peers
- Show kindness and support to others
- Say what makes me a unique and valuable individual
- Seek adult support and articulate my wants and needs
- How to be a kind, thoughtful and caring individual
- **Am aware of the importance of caring and sharing**
- **Say what is similar and different between me and others**
- **understand people are different and**

### Early Learning Goals

- \* Work and play cooperatively and take turns with others
- \* Form positive attachments to adults and friendships with peers
- \* Show sensitivity to their own and to others' needs

# Our EYFS Skills Based Curriculum

## Physical Development—Gross Motor Skills

### FS1 - Curriculum Skill '1 ...

- Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Draw lines and circles using gross motor movements (large shoulder and arm movements)
- Mount stairs, steps or climbing equipment using alternative feet
- Walk downstairs, two feet to each step while carrying a small object
- Run skilfully and negotiates spaces safely, successfully, adjusting speed or direction to avoid obstacles
- Can stand momentarily on one foot when shown
- Can catch, throw and kick a large ball
- Walk with balance along a line/ balance beam, bench
- Pedal a tricycle, ride a scooter
- Am beginning to use and remember sequences and patterns of movements which are related to music and rhythm
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

### FS2- Curriculum Skill '1 ...

- Use the movement skills of rolling, walking, running, skipping, crawling, jumping, hopping, climbing
- Combine different movements with ease and fluency
- Practise physical skills of lifting, carrying, pushing, pulling, stacking, swinging to help develop elbow and shoulder strength
- Develop overall body strength, co-ordination, balance and agility—get out of breath and be highly active
- Confidently and safely use a range or large and small apparatus indoors and outside, along and in a group
- **Throw, catch, kick, pass, bat and aim** a variety of balls
- Use my core muscle strength to achieve a good posture when sitting at a table or on the floor

### Early Learning Goals

- \* Negotiate space and obstacles safely, with consideration for themselves and others
- \* Demonstrate strength, balance and co-ordination when playing
- \* Move energetically such as running, jumping, dancing, hopping, skipping and climbing

# Our EYFS Skills Based Curriculum

## Physical Development—Fine Motor Skills

### FS1 - Curriculum Skill '1 ...

- Pull up a zip on a coat
- Fasten and unfasten Velcro straps
- Use a comfortable grip with good control when holding pens, pencils and other mark making equipment
- Hold a pencil between thumb and two fingers
- Hold a pencil near point between first two fingers and thumb and uses it with good control
- Can copy some letters, eg letters from my name
- Use and manipulate a range of one handed tools with control e.g. a hammer to tap pins or pegs, make snips in paper with scissors
- Pick up small objects e.g. pegs, cubes, matchsticks, using my finger and thumb and transport them with control.
- Show a preference for a dominant hand

### FS2- Curriculum Skill '1 ...

- Use a knife, fork and spoon competently, safely and confidently
- Developed and used a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, hole punch
- Develop and refine fine motor skills that strengthen wrist and fingertips:
  - ⇒ Threading and sewing
  - ⇒ Pouring and stirring
  - ⇒ Playing with small world toys
  - ⇒ Making models with junk materials, construction and malleable materials
  - ⇒ Use spray bottles, screw top lids
  - ⇒ Using zips and buttons
- Use a tripod grip (static tripod/dynamic tripod)
- Use anticlockwise movement and retrace vertical lines
- Begin to sit letters on a line, using ascenders and descenders, writing from left to right
- colour and draw carefully

### Early Learning Goals

- \* Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases
- \* Use a range of small tools including scissors, paintbrushes and cutlery
- \* Begin to show accuracy and care when drawing



# Our EYFS Skills Based Curriculum

## Literacy—Comprehension

### FS1 - Curriculum Skill '1 ...

- Engage in extended conversations about stories, learning new vocabulary
- Anticipate key events and phrases in rhymes and stories
- Tell my own simple stories
- Re-enact, reinvent and retell familiar stories in my play
- Suggest how stories might end
- Answer simple questions about stories

### FS2- Curriculum Skill '1 ...

- Show an understanding of recently introduced vocabulary during discussions about stories, rhymes and poems, non-fiction
- Can act out a story
- Predict what might happen next in a story
- Accurately answer questions about what I have read or have listened to
- Begin to summarise and say what happened in a story
- retell a story

### Early Learning Goals

- \* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- \* Anticipate, where appropriate, key events in stories
- \* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay



## Literacy—Word Reading

### FS1 - Curriculum Skill '1 ...

- 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 parts of a book
  - ⇒ page sequencing
- Hear and understand the aspects of Phase 1 Letters and Sounds:
  - ⇒ Aspect 1—environmental sounds
  - ⇒ Aspect 2—instrumental sounds
  - ⇒ Aspect 3—body percussion
  - ⇒ Aspect 4—rhyme and rhythm
  - ⇒ Aspect 5—alliteration
  - ⇒ Aspect 6—voice sounds
  - ⇒ Aspect 7—oral segmenting and blending
- Hear words in spoken sentences
- Hear, count or clap syllables in a word
- Hear onset and rime in words
- Hear individual sounds in words
- Recognise my own name

### FS2- Curriculum Skill '1 ...

- Push sounds together to build words (blending)
- Pull apart the individual sounds in words (segmenting)
- Insert sounds into and delete sounds out of words (phoneme manipulation)
- Read simple phrases and sentences
- Read most of the high frequency words correctly (is, a, the, I, for, of, are, was, all, come, some, to, there, their, these, what, where, who)
- Recognise most/all of the symbols (spellings that represent sounds) of the initial code
- Recognise some sounds spelled by 1,2,3 or 4 letters
- Re-read books with confidence, fluency, understanding and enjoyment

### Early Learning Goals

- \* Say a sound for each letter in the alphabet and at least 10 digraphs
- \* Read words consistent with their phonic knowledge by sound-blending
- \* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

# Our EYFS Skills Based Curriculum

## Literacy—Writing

### FS1 - Curriculum Skill '1 ...

- Add marks to my drawings, which I give meaning to e.g. 'That's my name' or 'That says Mummy'
- Use some of my print and letter knowledge in my early writing eg write a pretend shopping list
- Imitate adults writing by making continuous lines of shapes and symbols from left to right
- Begin to make letter like shapes to represent the initial sound of my name and other familiar words.
- Write some/all the letters in my name
- Write some letters with accurate formation

### FS2- Curriculum Skill '1 ...

- Verbally say a complete sentence and memorise it before writing
- Write my own name using a capital letter and lower case letters
- Re-read and check my writing makes sense
- Spell some of the high frequency words correctly in my sentences (is, a, the, I, for, of, are, was, all, come, some, to, there, their, these, what, where, who)
- Spell words by identifying the sounds and then writing the sound(s)
- Write a complete sentence using my phonic knowledge and include a capital letter and full stop
- Form most of the lower case and capital letters correctly

### Early Learning Goals

- \* Write recognisable letters, most of which are correctly formed
- \* Spell words by identifying sounds in them and representing the sounds with a letter or letters
- \* Write simple phrases and sentences that can be read by others

### Transition into next phase:

#### *Simple sentences*

*Capital letter*

*Using phonics*

*Finger spaces*

*Full stops*

# Our EYFS Skills Based Curriculum

## Mathematics—Number

### FS1 - Curriculum Skill '1 ...

- Recite numbers past 5
- Match the correct numeral to a group of up to 5 objects
- Subitise one, two and three objects (without counting)
- Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Link numerals with amounts up to 5 and maybe beyond
- Explore using a range of their own marks and signs to
- enjoy counting verbally as far as I can go
- Point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Use some number names and number language within play, and may show fascination with large numbers
- Am beginning to recognise numerals 0 to 10

### FS2- Curriculum Skill '1 ...

- Link the numeral with its cardinal value up to 10
- Subitise up to 5
- Say what number is one more/one less with numbers 1-10
- Recall some addition and subtraction facts
- Recall some double facts
- Say which numeral is linked to its cardinal value up to 20
- Say the number bonds for numbers 0-5
- Say some number bonds for numbers 6-10
- Say what number is one more/one less with numbers 1-20
- Say which numbers are made up of smaller numbers
- 

### Early Learning Goals

- \* Have a deep understanding of number to 10, including the composition of each number
- \* Subitise (recognise quantities without counting) to 5
- \* Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 (including double facts)
- \* Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in

# Our EYFS Skills Based Curriculum

## Mathematics—Numerical Patterns

### FS1 - Curriculum Skill '1 ...

- Count up to 5 objects by saying 1 number for each item
- Count up to 10 objects by saying 1 number for each item
- Compare quantities using more than, less than
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5 eg having the correct number of chairs around the table at snack time
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create AB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

### FS2 - Curriculum Skill '1 ...

- Count verbally up to 10 and beyond
- Count objects, actions and sounds one-to-one accurately up to 10
- Count on from a given number
- Count back from a given number
- Add quantities together
- Take away a quantity from another
- Share fairly
- Recognise the number pattern of odd and even numbers
- Explore and solve mathematical problems, showing awareness and understanding of mathematical concepts
- Estimate and compare numbers using mathematical vocabulary such as more than, less than, fewer than, the same as, equal to
- Copy and continue a repeating pattern—AB, AAB, ABB, ABC
- Create my own repeating pattern

### Early Learning Goals

- \* Verbally count beyond 20, recognising the pattern of the counting system;
- \* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- \* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

### Transition into next phase:

*Number to 10*

*Addition within 10*

*Subtraction within 10*

# Our EYFS Skills Based Curriculum

## Mathematics—Shape, Space and Measure

### FS1 - Curriculum Skill '1 ...

- Select basic 2d shapes when given the name— triangle, square, circle, rectangle
- Use some informal and mathematical shape language eg sides, flat, straight
- Say which of 2 objects is longer or shorter
- Say which of 2 objects is bigger/ smaller
- Say which of 2 containers holds more or less
- Say which of 2 objects heavier or lighter
- Complete a simple age appropriate jig-saw independently
- Use the words forwards and backwards eg when exploring remote control toys
- Use and understand the position words in, on, under, up, down, next to and between
- Use and understand the words first, next, then to describe a sequence of real or fictional events

### FS2- Curriculum Skill '1 ...

- Recognise shapes—circle, square, rectangle, triangle, hexagon
- Use mathematical language to describe properties of some shapes, eg edges, corners, round
- See a shape can have other shapes within it
- Compare length, weight and capacity using mathematical language such as taller, longer, heavy, light, full, half full, empty
- Complete a 12 piece jigsaw
- Complete a 20 piece jigsaw
- Copy increasingly complex 2D pictures and patterns with 3D resources
- Use the vocabulary of time including days of the week, months of the year, o'clock, minutes

# Our EYFS Skills Based Curriculum

## Understanding the World—Past and Present

### FS1 - Curriculum Skill '1 ...

- Talk about old photos and memories
- Talk about my family members and events in my own life
- Listen and talk about some 'Global Heroes' (Queen Elizabeth II, Jesus, Tim Peak, Nelson Mandela, Sir David Attenborough and Florence Nightingale) through stories and pictures

### FS2- Curriculum Skill '1 ...

- Comment on images and situations in the past
- Can talk about myself in the past, when I was younger
- Can tell you some historical facts and stories from different religions and celebrations
- Can talk about some of our 'Global Heroes' / influential people from the past and in stories
- Order experiences/events from past to present
- Can tell a story from the past
- Can tell you about the present

### Early Learning Goals

- \* Talk about the lives of the people around them and their roles in society
- \* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- \* Understand the past through settings, characters and events encountered in books read in class and story-telling

## Understanding the World—People, Culture and Communities

### FS1 - Curriculum Skill '1 ...

- Can tell you what a church is
- Explore different celebrations
- See that people have different roles and occupations e.g. shopkeeper, dentist, doctor, policeman
- Talk about the differences in people
- Can tell you where I live—town and country
- Can tell you about where I live—my home style and favourite thing to do here
- Am beginning to know there are different countries in the world
- Am beginning to know about people around the world
- Can show you a map
- Can explore a simple map
- Can make a treasure map

### FS2- Curriculum Skill '1 ...

- Can explore different celebrations and tell you what I liked
- Name and explain the purpose of places of worship and places of local importance to the community
- Can say who the important members of our society are
- Can say where our school is
- Can tell you the name of the street I live in
- Explore different countries and see how they are different to where I live
- Can tell you about a place in the world I would like to go and why
- Use specific vocabulary to describe contrasting locations
- Draw information from a simple map
- Make my own simple maps with features
- **Have explored my local environment**
- **Make some simple links with different places (eg learning about some different foods)**

### Early Learning Goals

- \* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- \* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- \* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

### Transition into next phase:

- *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*
- *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.*

### Families and Committed Relationships

*What a family is (including difference and diversity between families)? Why families are important and special ?*



# Our EYFS Skills Based Curriculum

## Understanding the World—The Natural World

### FS1 - Curriculum Skill '1 ...

- Talk about what I see, hear, smell, taste and feel, using a wide range of vocabulary
- Talk about the weather
- Observe changes in the weather
- Say what clothing I need to wear depending on the weather
- Am beginning to learn about seasons
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Talk about how materials change e.g. when cooking.
- Talk about the differences between materials and use related vocabulary e.g. soft, hard, bumpy, smooth, bendy, prickly, cuddly etc.
- Explore and describe different forces I can feel eg how the water pushes up when I try to push a plastic boat under it, how I can stretch elastic, snap a twig, but cannot bend a metal rod, magnetic attraction and repulsion

### FS2- Curriculum Skill '1 ...

- Describe what I see, hear and feel whilst outside
- Talk about the different seasons and the effect on the natural world around me
- Make observations and draw pictures of animals and plants
- **Say what some living things need**
- Say how some environments are different to the one I live in
- Recall the life cycle of some plants and animals
- **Can show you how to take care of our immediate environment**
- **Can help make the world a better place**
- Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light and shadows, a magnet attracting an object and floating and sinking

### Early Learning Goals

- \* Explore the natural world around them, making observations and drawing pictures of animals and plants
- \* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- \* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

### Transition into next phase:

#### *Seasonal Changes*

*Name and describe types of weather*

*Explain changes that happen across the seasons*

*Explore how plants and animals adapt to different seasonal conditions*

# Our EYFS Skills Based Curriculum

## Expressive Arts and Design—Creating with Materials

### FS1 - Curriculum Skill '1 ...

- Take part in simple pretend play, using an object to represent something else e.g. a block as a telephone, pinecones for pasta, a stick as a wand etc.
- Develop stories using small world equipment e.g dolls houses and animal sets
- Make imaginative and complex 'small worlds' with a variety of equipment eg. A playground for the compare bears using foam blocks, a campfire using sticks, blocks etc.
- Develop my own ideas and then decide which materials to use to express them e.g. painting, mark making, drawing
- Describe what happens when I mix colours
- Draw pictures with increasing complexity and detail eg. A face with a circle and added features, a flower with petals and a stalk etc
- Explore a variety of materials in order to develop ideas about how to use them
- Have accessed a wide range of materials to use creatively in my play
- Explore how to join different materials e.g. with glue and sticky tape
- Explore colour and colour mixing

### FS2- Curriculum Skill '1 ...

- Safely used different tools and techniques to join materials
- Experiment with different textures
- Return to and built on previous learning, refining ideas and developed my ability to represent them
- Explore, use and refine a variety of artistic effects to express my ideas and feelings
- Explore and discuss different types of art and artists
- Construct with a range of materials
- Share my creations with my peers and explained how I completed it
- Create collaboratively sharing my skills, ideas and resources
- Use props and materials when role playing characters
- Say which colours can be mixed to make a new colour
- Choose tools and techniques are needed to shape, assemble and join materials

### Early Learning Goals

- \* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- \* Share their creations, explaining the process they have used
- \* Make use of props and materials when role playing characters in narratives and stories

## Expressive Arts and Design—Being Imaginative and Expressive

### FS1 - Curriculum Skill '1 ...

- Show different emotions in my drawings and/or paintings e.g. 'This is me, I'm sad'
- Remember and sing simple songs, following the pitch and shape of familiar songs
- Create my own songs or improvise a song around one I know
- Play simple percussion instruments with increasing control
- Use instruments to express my feelings and ideas e.g. use a drum to represent the giants footsteps
- Watch a simple performance and say if I liked it
- Choose a song I like to dance to
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

### FS2- Curriculum Skill '1 ...

- Sing in a group or on my own, increasingly matching the pitch and following the melody
- Participate in actions songs which call for movement
- Join in simple songs remembering some of the words
- Create my own music using musical instruments
- Tap out simple repeated rhythms and keep a steady beat
- Move my body in a variety of ways to a song I like
- Perform solo or in a group in front of an audience
- Watch and talk about dance and performance art, expressing my feelings and emotions
- Develop storylines in my pretend play by creating or using enhancements
- Make up my own story

### Early Learning Goals

- \* Invent, adapt and recount narratives and stories with peers and their teacher
- \* Sing a range of well-known nursery rhymes and songs
- \* Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music