



GGL Federation

Reception Medium Term Planning: Autumn Term 1

Topic: Me & My Community

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Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
<p>Communication and Language</p>	<ul style="list-style-type: none"> Students will bring a photo of their family from home. They will be encouraged to talk to the class about who is in their family, their ages, etc. Students will participate in daily meditation after lunch, learning breathing techniques, and learning how to shift their attention and focus. The role play area will be set up as a home, with lots of real items that they might find at their own home to encourage authentic play and language. Students will be encouraged to sequence an array of stories read each week in a variety of different ways, annotating story maps, or narrating visual prompts. Using the text Paddington, students will be encouraged to use comparative language when examining parts of the book and parts of the film. They will be encouraged to talk about similarities and differences, likes and dislikes. Exploring different tenses when speaking – present, past, and future as well as the correct use of irregular verbs (i.e. run/ran, buy/bought, give/gave, grow/grew) and ensuring that incorrect language is modelled back to them. Reinforcing initial sounds, dominant sounds, and final sounds within new topic words and vocabulary The students will explore topic specific vocabulary associated with London each week in the construction area and in their writing, such as the London Eye or Big Ben. Using portraits and famous art as stimulus (and during a class trip to the National Portrait Gallery), students will be encouraged to talk about what they see in the paintings, and infer how the person might have been feeling or what their life might have been like. After a trip on the bus to the National Portrait Gallery, students will be encouraged to create a 'how to' guide for riding London buses, with the aim of telling a tourist, or Paddington bear. 	<p>Listening and Attention</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p><u>40-60 months</u></p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Understanding</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <p><u>30-50 months</u></p>

		<ul style="list-style-type: none"> ● Beginning to use more complex sentences to link thoughts (e.g. using and, because). ● Can retell a simple past event in correct order (e.g. went down slide, hurt finger). ● Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ● Questions why things happen and gives explanations. Asks e.g. who, what, when, how. ● Uses a range of tenses (e.g. play, playing, will play, played). ● Uses intonation, rhythm and phrasing to make the meaning clear to others. ● Uses vocabulary focused on objects and people that are of particular importance to them. ● Builds up vocabulary that reflects the breadth of their experiences. ● Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ● Uses language to imagine and recreate roles and experiences in play situations. ● Links statements and sticks to a main theme or intention. ● Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ● Introduces a storyline or narrative into their play
<p>Physical Development</p>	<ul style="list-style-type: none"> ● PE focus: Throwing and catching ● Each week, students will be encouraged to practice their handwriting and letter formation in weekly homework. ● Students will continue to be encouraged to hold pencils, chalk, pens, and paintbrushes correctly. ● Students will have access to a range of different writing grips and implements to choose from, experimenting to see if any feel comfortable for them. ● Learning how to handle different utensils appropriately: knives, for cutting and chopping; forks for ploughing and eating; scissors for cutting herbs and flowers; spoons for scooping and serving; using our hands to knead dough and pick fruit and vegetables from the garden. ● Handwriting activities - Jarman patterns ● Exploring malleable materials, such as clay, dough, soap flakes, plasticene, cornflour by patting, stroking, poking, squeezing, pinching and twisting. Allowing the students to create their own food with these materials ● Introducing and playing games which allow opportunities to find their own space and allow them to be aware of other people's space – experimenting with different ways of moving and doing so safely in P.E. and in the garden ● Finger gym exercises - threading, bending, and building materials to strengthen the hands and grip ● They will be encouraged to think about how food and exercise can support the human body in a healthy way – How do we grow? How do we breathe? Why does our heart beat faster when we exercise? How does our body change as we exercise/eat healthily? How does our body change as we get older? Why is it important to stretch our muscles before and after exercising? ● Obstacle courses will be set up in P.E. and in the Learning Garden to re-enact scenes from Paddington or other core texts. 	<p>Moving and Handling</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ● Mounts stairs, steps or climbing equipment using alternate feet. ● Walks downstairs, two feet to each step while carrying a small object. ● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ● Can stand momentarily on one foot when shown. ● Can catch a large ball. ● Draws lines and circles using gross motor movements. ● Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. ● Holds pencil between thumb and two fingers, no longer using whole-hand grasp. ● Holds pencil near point between first two fingers and thumb and uses it with good control. ● Can copy some letters, e.g. letters from their name. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Experiments with different ways of moving. ● Jumps off an object and lands appropriately. ● Negotiates space successfully when playing racing and chasing games with other students, adjusting speed or changing direction to avoid obstacles. ● Travels with confidence and skill around, under, over and through

	<ul style="list-style-type: none"> ● In Brain Breaks, students will be encouraged to cross their hemispheres, and develop closer hand eye co-ordination. ● Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills ● Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the morning. 	<ul style="list-style-type: none"> ● balancing and climbing equipment. ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ● Uses simple tools to effect changes to materials. ● Handles tools, objects, construction and malleable materials safely and with increasing control. ● Shows a preference for a dominant hand. ● Begins to use anticlockwise movement and retrace vertical lines. ● Begins to form recognisable letters. ● Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health and Self Care <u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can tell adults when hungry or tired or when they want to rest or play. ● Observes the effects of activity on their bodies. ● Understands that equipment and tools have to be used safely. ● Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. ● Can usually manage washing and drying hands. ● Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Eats a healthy range of foodstuffs and understands need for variety in food. ● Usually dry and clean during the day. ● Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ● Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. ● Shows understanding of how to transport and store equipment safely. ● Practices some appropriate safety measures without direct supervision.
<p>Personal, Social, & Emotional Development</p>	<ul style="list-style-type: none"> ● After painting or drawing self-portraits, students will be encouraged to think about words that they would associate with themselves. They might have a word bank to help them, of both good and bad words so they can discuss words or feelings they might not want themselves to be associated with. ● Introduction of the 'Golden Rules' in the classroom and positive reinforcement during play ● Covering of SMSC weekly topics each morning, discussing moral dilemmas and global world perspectives ● Continued reinforcement of E-safety rules when engaging with Technology ● Using the core text Paddington, students will be encouraged to think about the feelings he might have leaving his country and going to a new one. They'll also be encouraged to think about the character of Mr Brown and his emotional change throughout the story. ● In the text 'Julian is a Mermaid', students will talk about identity and their different likes and dislikes, learning to be respectful of their differences and people who might think differently to them. ● In the text 'Jabari Jumps', students will be encouraged to think about what it means to be 	<p>Making Relationships: <u>30-50 months</u></p> <ul style="list-style-type: none"> ● Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other students. ● Initiates play, offering cues to peers to join them. ● Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Initiates conversations, attends to and takes account of what others say. ● Explains own knowledge and understanding, and asks appropriate questions of others. ● Takes steps to resolve conflicts with other students, e.g. finding a compromise.

	<p>brave, and how to cope with things that might seem scary at first.</p> <ul style="list-style-type: none"> • Students will go on a walk around their local community, looking at and discussing things along the way. They'll be encouraged to talk about the different facilities they use and the people in the community that help them everyday. • Students will paint portraits and self portraits, thinking about the emotion they want to portray, and how they can do that by changing the features of the face. This will open students up to a discussion about facial expressions, and how we read them to know what someone is thinking or feeling. 	<p>Self Confidence and Self Awareness:</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other students when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Managing Feelings and Behaviour:</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy
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Specific Areas of Learning

Literacy	<p>Core Texts: Paddington Katie's Picture Show/Katie in London Jabari Jumps Julian is a Mermaid Mr Chicken goes to London The Naughty Bus</p> <ul style="list-style-type: none"> • Students will be read with in guided reading groups at least once a week. In these groups, students will be encouraged to read levelled books using their phonic knowledge, and discuss comprehension questions. • Students will take home levelled readers each week according to their phonic knowledge to be read with their parents/ carers. Reading record books will kept as a way to communicate with parents/ carers about their child's reading progress. • Tricky word high fives will be displayed in the room so students can use the display to play 	<p>Reading</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment.
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	<p>the 'high five' game, where a teacher or student calls out a tricky word, and the other has to go and high five the hand with the word printed on it.</p> <ul style="list-style-type: none"> ● Tricky word flashcards will be sent home with selected students to practice at home. ● Students will be read to from the story Paddington in stages/chapters, in order to discuss what might happen next, and help students to recall the story previously. As Paddington visits different places in London in the book, we will mark them on a display map and talk about London as the setting for the story. ● Students will be encouraged to pick a painting they saw at the National Portrait Gallery, and attempt to list words they think of when they look the painting. ● Students will be encouraged to build landmarks of London and write signs for them, so tourists like Paddington know what they are and where to go. ● After reading the story 'Jabari Jumps', students will be encouraged to finish writing the sentence "I was brave when..." recalling a time when they did something similar. ● Students will be encouraged to write their name on all work, using name tags if required. ● In the book corner, students will be provided with fiction and non fiction texts about London and their community. With adults, students will be encouraged to talk about the differences and how they know if something is a fiction or non fiction text. ● Students will have access to different role play props and costumes in order to re-enact core texts, such as a suitcase and duffel coat for Paddington, and glittery sequin materials for 'Julian is a Mermaid'. ● Using a map of their local area, students will be supported to write and draw some services or shops they might find- such as the co-op or a doctor's surgery. ● Topic bordered sheets will be available to students in most areas, with some frames for writing scaffolds where appropriate. ● Students will read the poem- City Jungle by Pie Corbett and talk about the feeling that the poet is creating, and whether they can imagine other parts of the city as looking like something else (metaphors & similes) 	<ul style="list-style-type: none"> ● Recognises familiar words and signs such as own name and advertising logos. ● Looks at books independently. ● Handles books carefully. ● Knows information can be relayed in the form of print. ● Holds books the correct way up and turns pages. ● Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Continues a rhyming string. ● Hears and says the initial sound in words. ● Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ● Links sounds to letters, naming and sounding the letters of the alphabet. ● Begins to read words and simple sentences. ● Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. ● Enjoys an increasing range of books. ● Knows that information can be retrieved from books and computers. <p>Writing</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Sometimes gives meaning to marks as they draw and paint. ● Ascribes meanings to marks that they see in different places. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> ● Gives meaning to marks they make as they draw, write and paint. ● Begins to break the flow of speech into words. ● Continues a rhyming string. ● Hears and says the initial sound in words. ● Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. ● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ● Writes own name and other things such as labels,captions. ● Attempts to write short sentences in meaningful contexts.
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Students will take a walk and tally how many coloured cars/buses/etc go past on a clipboard. When they return back to school, they will use this data to make a graph or create problems using the data (ie: if you saw two more buses, how many would there be?) ● Ordering London buildings by height to create a new city skyline ● Reinforcing counting and reciting to 10 and 15 using an array of different physical counting objects. ● Students follow along to an addition and subtraction Maths story, involving passengers getting on and off a local bus. ● Students will be encouraged to write numerals up to 10 ● On a local walk, students will note the numbers on the houses, thinking about if the numbers are getting bigger or smaller and noticing any patterns. ● Students will continue to learn the names of 2D shapes and their properties by using them to make and design new buildings for the London skyline ● Students will look at a Tube Map and design their own new map for a city they've built. 	<p>Number</p> <p><u>30-50 months</u></p> <ul style="list-style-type: none"> ● Uses some number names and number language spontaneously. Uses some number names accurately in play. ● Recites numbers in order to 10. ● Knows that numbers identify how many objects are in a set. ● Beginning to represent numbers using fingers, marks on paper or pictures. ● Sometimes matches numeral and quantity correctly. ● Shows curiosity about numbers by offering comments or asking questions. ● Compares two groups of objects, saying when they have the same number. ● Shows an interest in number problems.

- Students will make and buy tickets using money to ride the bus in the garden
- Students will learn about the concept of one more and one less by counting London buses.
- Directional and positional language linked to a transportation map – North, South, East, West, “it is next to...” “it is behind...”
- Number recognition from 1-20 – through Numicon and number bonds
- Exploring numbers on busses and using a tube map as a number line to find how many stops away it is from one station to another
- Looking at numbers on buses and how we distinguish between them. Beginning to read larger numbers like ‘28’ and ‘46’
- Looking at different transport maps, like the Underground map and how they help us know where to go
- In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, diary, a clock, a purse with money, etc.
- STEM investigations:
 - Surveying the animals we share our community with (looking for evidence of as well)
 - Making bird feeders to attract more birds to our garden/community
 - Building a new bridge to cross The Thames
 - (Plastic free Friday #1) Making soap
 - Charting the weather in London every day, recording temperatures on a graph
 - Making marmalade for Paddington

- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment. •Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60 months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Shape, Space and Measure

30-50 months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.

40-60 months

- Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as ‘behind’ or ‘next to’.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.

		<ul style="list-style-type: none"> ● Beginning to use everyday language related to money. ● Orders and sequences familiar events. ● Measures short periods of time in simple ways.
Understanding the World	<ul style="list-style-type: none"> ● Using the core text Paddington, students will be encouraged to think about how life would be different in Peru V London, by comparing pictures on the board. ● Students will look at the country and landmarks of Peru and learn about the different geographies ● Students will use an ipad to take photographic portraits of themselves- selfies! Students will then discuss if photography is the same as painting, and whether it classifies as art. ● Students will look at maps of their local area and London, being encouraged to interpret the symbols and colours they see (eg: can you find a park? What does that symbol mean?) ● Students will go on a walk around their local community and talk about the services that they have, such as a doctors surgery, supermarket, or tube station. ● Students will start their first 'Plastic Free Friday', where one Friday each half term, students will learn about and implement a new way to reduce their plastic usage. ● Looking closely at similarities and differences between the different people in our community and their different professions – who helps us when we have a toothache? Who helps us when we have a tummy ache? Who helps our pets when they feel sick? Who helps us cross the road? ● Planting in the Learning Garden – exploring different plants and vegetables, learning about compost and vegetable peelings and how things rot over time (link to farmers and how they help feed us) ● Programming and coding the Bee Bots to go to different places and locations on the road map 	People and Communities <u>30-50 months</u> <ul style="list-style-type: none"> ● Shows interest in the lives of people who are familiar to them. ● Remembers and talks about significant events in their own experience. ● Recognises and describes special times or events for family or friends. ● Shows interest in different occupations and ways of life. ● Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <u>40-60 months</u> <ul style="list-style-type: none"> ● Enjoys joining in with family customs and routines. The World <u>30-50 months</u> <ul style="list-style-type: none"> ● Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. ● Can talk about some of the things they have observed such as plants, animals, natural and found objects. ● Talks about why things happen and how things work. ● Developing an understanding of growth, decay and changes over time. ● Shows care and concern for living things and the environment. <u>40-60 months</u> <ul style="list-style-type: none"> ● Looks closely at similarities, differences, patterns and change. Technology <u>30-50 months</u> <ul style="list-style-type: none"> ● Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. ● Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. ● Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. ● Knows that information can be retrieved from computers <u>40-60 months</u> <ul style="list-style-type: none"> ● Completes a simple program on a computer. ● Uses ICT hardware to interact with age-appropriate computer software.
Expressive Art & Design	<ul style="list-style-type: none"> ● Students will look at famous portraits of people, and be encouraged to imagine who those people might have been or what they did, or how they're feeling by inferring from the image. ● Students will go on a trip to The National Portrait Gallery, and discuss what galleries are and why they are important or helpful to us. ● Students will be encouraged to pick a favourite portrait from the gallery and draw it themselves. ● Students will have access to a variety of different mediums when painting and drawing, selecting according their personal preference and evaluating the effectiveness of it. 	Exploring and Using Media and Materials <u>30-50 months</u> <ul style="list-style-type: none"> ● Enjoys joining in with dancing and ring games. ● Sings a few familiar songs. ● Beginning to move rhythmically. ● Imitates movement in response to music. ● Taps out simple repeated rhythms. ● Explores and learns how sounds can be changed.

- Provide students with opportunities to review and reflect on their work and offer comments on what they liked or could have done better
- The role play area will be set up as a home corner where students will be encouraged to play different roles in their family.
- Using 'Katie's Picture Show' as stimulus, students recreate famous paintings or portraits and are encouraged to think about what would happen if they could step into the painting like Katie
- Students will explore a range of ways to portray a portrait, such as taking selfies, painting in a mirror, or tracing silhouettes.
- Students will paint a large mural (using rolled out butchers paper on the wall) of their local area and all the things people might see if they came to visit.
- Students use the clay to make their own Paddington sculpture, like the one in Paddington Station and recreated by artists/celebrities to celebrate his 60th anniversary.
- Making a cardboard/spaghetti spray painted frame for their self portraits
- Sing and recite favourite topic related rhymes and songs – "London Bridge is Falling Down"
- Students will be given props from the different paintings explored in 'Katie's Picture Show' for them to re-enact jumping into paintings and having adventures.
- Students will have access to a wide variety of construction materials and visual prompts of famous landmarks in London. They will be encouraged to build the city and new buildings for it, designing and annotating as they go along.

- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

40-60 months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Being Imaginative

30-50 months

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other students who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.