

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	<i>Continuous Provision</i>	Our continuous provision supports children’s personal, social and emotional development in a number of ways. The provision itself contains high quality resources that encourage social play, turn taking and collaboration. These resources are easily accessible for the children and clearly labelled. We have a variety of excellent books available in the provision that explore emotions and how we react to these. In addition to the physical provision, the adults in the setting contribute to the teaching of children’s personal, social and emotional development. Our EYFS is built upon warm and caring relationships between adults and children. The adults model high quality social play and interactions and support the children to solve social and emotional problems in their play. We have consistent rules and boundaries throughout our setting which support the children’s sense of security.					
	<i>Discreet Teaching</i>		<b>Complete PE:</b> -Games for Understanding -Gymnastics	<b>Complete PE:</b> -Locomotion -Swimming	<b>Complete PE:</b> -Dance -Swimming	<b>PSS</b> -Athletics -Swimming	<b>Complete PE</b> -Ball Skills - Athletics
	<i>High quality texts</i>	<i>Silly Suzy Goose</i> (Petr Horacek) <i>Cleversticks</i> (Bernard Ashley) <i>I am too absolutely small for school</i> (Lauren Child) <i>Oscar got the blame</i> (Tony Ross) <i>The Great Big Book of Families</i> (Mary Hoffman) <i>We are Family</i> (Patricia Hegarty)	<i>Giraffes Can’t Dance</i> (Giles Andreae) <i>We’re Going on a Bear Hunt</i> (Michael Rosen) <i>Not Now Bernard</i> (David McKee)	<i>Susan Laughs</i> (Jeanne Willis) <i>The Proudest Blue</i> (Ibtihaj Muhammod) <i>Elmer</i> (David McKee)	<i>Washing Line Jobs</i> (Usborne) <i>Looking After Your Planet</i> (Lauren Child) <i>I completely know about guinea pigs</i> (Lauren Child)	<i>Hamish the Highland Cow</i> (Natalie Russell) <i>Peepo</i> (Janet & Allen Ahlberg) <i>Your Body Belongs to You</i> (Cornelia Spelman) <i>Mary’s Secret</i> (David McKee)	<i>I will Not Ever Eat a Tomato</i> (Lauren Childs) <i>I am not sleepy and I will not go to bed</i> (Lauren Childs)
	<i>Early Learning Goals</i>	<p><b>Building Relationships</b> Children at the expected level of development will: - 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.</p> <p><b>Managing Self</b> Children at the expected level of development will: - 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.</p> <p><b>Self-Regulation</b> Children at the expected level of development will: - 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.</p>					

Communicati on and Language	Continuo us Provision	Communication and language is one of the building blocks for all future learning and consequently it underpins all of the teaching we do in the Foundation Stage. Our continuous provision environment is language rich, not only in the resources themselves, but in the presentation and the adults who facilitate the learning. We foster high quality interactions throughout our learning environments and communicate with the children in an inclusive manner, whilst also striving to extend and develop their communication skills. We place huge importance on the texts available to our children and these have been chosen for a variety of reasons, including being diverse and inclusive; being interesting and exciting; containing a range of excellent vocabulary and exposing children to themes and topics they may not have encountered before. These books are always available in the provision along with supporting resources for independent play. In order to develop the children’s vocabulary, we discreetly teach new words and embed these in the continuous provision. Makaton signing and visual supports are used daily in the classroom to support all learners.					
	Discreet Teaching	Discreet vocabulary is taught through Key Texts. Key Texts are revisited regularly throughout the year and vocabulary is repeated and embedded.					
	High Quality Texts	<i>Silly Suzy Goose</i> (Petr Horacek) <i>The Train Ride</i> (June Crebbin) <i>The Enormous Turnip</i> (Ladybird First Tales) <i>Oliver’s Vegetables</i> (Vivian French)	<i>We’re Going on a Bear Hunt</i> (Michael Rosen) <i>Rosie’s Walk</i> (Pat Hutchins)	<i>Goldilocks and the Three Bears</i> (Ladybird first favourites) <i>Home</i> (Carson Ellis) <i>Susan Laughs</i> (Jeanne Willis) <i>The Little Red Hen</i> (Michael Foreman)	<i>How to Catch a Star</i> (Oliver Jeffers) <i>Slow Down</i> (Rachel Williams) <i>Dora’s Chicks</i> (Julie Sykes)	<i>The Three Billy Goats Gruff</i> (Ladybird First Tales) <i>Ruby’s Worry</i> (Tom Percival) <i>Ravi’s Roar</i> (Tom Percival) <i>The Old Woman and the red pumpkin</i> (Betsy Bang) <i>Super Duper You</i> (Sophy Henn) <i>Pink is for Boys</i> (Robb Pearlman)	<i>Mr Gumpy’s Outing</i> (John Burningham) <i>Julian is a mermaid</i> (Jessica Love) <i>Puffin Peter</i> (Petr Horacek)
	Early Learning Goals	<p><b>Listening, Attention and Understanding</b> Children at the expected level of development will: - 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> Children at the expected level of development will: - 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.</p>					
Physical Development	Continuo us Provision	In order to support our children’s physical development we have a free-flow approach to our continuous provision, where children are able to move between the indoor and outdoor environments when they choose. Both the indoor and outdoor environments contain a large selection of high-quality resources that support both fine and gross motor development. Our environment has lots of loose parts and open-ended resources which can be used in plethora of ways to support the development and interests of the children. We also provide enhanced provision to support children’s individual needs.					

	<i>Discreet Teaching</i>	Fine motor morning rotation	Fine motor morning rotation <b>Complete PE:</b> -Games for Understanding -Gymnastics	Fine motor morning rotation <b>Complete PE:</b> -Locomotion -Swimming	Fine motor morning rotation <b>Complete PE:</b> -Dance -Swimming	Fine motor morning rotation <b>PSS</b> -Athletics -Swimming	Fine motor morning rotation <b>Complete PE</b> -Ball Skills - Athletics
	<i>Early Learning Goals</i>	<p><b>Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b> Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
<b>Literacy</b>	<i>Continuous Provision</i>	<p>We recognise that communication and language and literacy go hand in hand and part of our literacy teaching is developing rich communication skills in all our learners. High quality texts are available in the provision at all times. These have always been introduced and read before being available during play. We also have a QR library in the book corner which enables the children to access our Key Texts independently. Mark making materials are threaded throughout our provision and adults regularly model using these in purposeful ways to inspire a love of writing. Our story and small world areas are combined to encourage story telling in independent play. Our Talk for Writing text is always displayed clearly alongside specific props to facilitate retelling the story. Open ended small world resources are always available.</p>					
	<i>Discreet Teaching</i>	<p><b>Phonics</b> Listening games, alliteration, rhyme &amp; oral blending/segmenting</p> <p><b>Sounds-Write Programme-</b> Initial code: Unit 1 (/a/ /i/ /m/ /s/ /t/)</p> <p><b>Literacy</b> <b>Talk for Writing –</b> Openings and Endings - The Enormous Turnip</p> <p><b>Helicopter Stories</b></p>	<p><b>Phonics</b> <b>Sounds-Write Programme-</b> Initial code: Unit 2 (/n/ /o/ /p/) Unit 3 (/b/ /c/ /g/ /h/) Unit 4 (/d/ /e/ /f/ /v/)</p> <p><b>Literacy</b> <b>Talk for Writing –</b> Suspense – We're Going on a Bear Hunt</p> <p><b>Helicopter Stories</b></p> <p><b>Poetry Basket –</b> Cup of Tea, Falling Apples, Shoes</p>	<p><b>Phonics</b> <b>Sounds-Write Programme-</b> Initial code: Unit 5 (/k/ /l/ /r/ /u/) Unit 6 (/j/ /w/ /z/) Unit 7 (/x/ /y/ /ff/ /ll/ /ss/ /zz/)</p> <p><b>Literacy</b> <b>Talk for Writing –</b> Characterisation – Goldilocks and the Three Bears</p> <p><b>Helicopter Stories</b></p> <p><b>Poetry Basket –</b></p>	<p><b>Phonics</b> <b>Sounds-Write Programme-</b> Initial code: Unit 8 (VCC and CVCC) Unit 9 (CCVC) Unit 10 (CCVCC, CVCCC and CCCVC)</p> <p><b>Literacy</b> <b>Talk for Writing –</b> Description – How to Catch a Star</p> <p><b>Helicopter Stories</b></p> <p><b>Poetry Basket –</b></p>	<p><b>Phonics</b> <b>Sounds-Write Programme-</b> Initial code: Unit 11 (/sh/ /ch/ /th/ /ck/ /wh/ /ng/ &lt;q&gt; &lt;u&gt;)</p> <p>Consolidation and bridging lessons</p> <p><b>Literacy</b> <b>Talk for Writing –</b> Dialogue – The Three Billy Goats Gruff</p> <p><b>Helicopter Stories</b></p> <p><b>Poetry Basket –</b></p>	<p><b>Phonics</b> <b>Sounds-Write Programme-</b> Initial code: Consolidation and bridging lessons</p> <p><b>Literacy</b> <b>Talk for Writing –</b> Settings – Mr Gumpy's Outing</p> <p><b>Helicopter Stories</b></p> <p><b>Poetry Basket –</b> The Fox, Pitter Patter</p> <p><b>Poems to enjoy-</b></p>

		<b>Poetry Basket –</b> Chop Chop, Leaves are Falling, Pointy Hat		Popcorn, A Carrot Nose	Pancakes, Hungry Birdies, A Little Seed	Dance, Five Little Peas, Alligator Pie  My Colours (Colin West) – innovated poem	Bundle Buggy Boogie (Dennis Lee), Walking with my Iguana (Brian Moses)
	<i>High Quality Texts</i>	<i>Something Beginning with Blue</i> (Nick Sharratt) <i>Superhero ABC</i> (Bob McLeod) <i>Wriggle and Roar</i> (Julia Donaldson) <i>Chocolate Mousse for Greedy Goose</i> (Julia Donaldson) <i>Oliver's Vegetables</i> (Vivian French) <i>The Tiny Seed</i> (Eric Carle) <i>Mr Wolf and the Enormous Turnip</i> (Jan Fearnley) <i>Pattan's Pumpkin</i> (Chitra Soundar)	<i>This is the Bear</i> (Sarah Hayes) <i>Where Bear?</i> (Sophy Henn) <i>Journey</i> (Aaron Becker) <i>The Great Snortle Hunt</i> (Claire Freedman) <i>The Great Monster hunt</i> (Norbert Landa)	<i>The Jolly Postman</i> (Janet & Allen Ahlberg) <i>Who's For Dinner?</i> (Claire Freedman) <i>Goldilocks</i> (Allen Ahlberg) <i>Goldilocks and Just the One Bear</i> (Leigh Hodgkinson) <i>Mixed Up Fairytales</i> (Nick Sharratt) <i>Who's Been Eating My Porridge?</i> (Nick Ward)	<i>Laura's Star</i> (Klaus Blaumgart) <i>My Pet Star</i> (Corrinne Averiss) <i>Whatever Next</i> (Jill Murphy) <i>The Way Back Home</i> (Oliver Jeffers)	<i>The Boy Who Cried Wolf</i> (Tony Ross) <i>The Old Woman and the red pumpkin</i> (Betsy Bang)	<i>Farmer Duck</i> (Martin Waddell) <i>Duck in the Truck</i> (Jez Alborough) <i>Oi! Get off our Train</i> (John Burningham) <i>Mr Gumpy's Motor Car</i> (John Burningham)
	<i>Early Learning Goals</i>	<p><b>Comprehension</b> Children at the expected level of development will: - 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 role-play.</p> <p><b>Word Reading</b> Children at the expected level of development will: - 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.</p> <p><b>Writing</b> Children at the expected level of development will: - 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</p>					
<b>Mathematics</b>	<i>Continuos Provision</i>	Our maths provision contains excellent resources that match children's interests and their development. These resources are always available and presented and are modelled in different ways throughout the year depending on the children's current needs. We also enhance the maths provision regularly in order to consolidate previous maths learning. Initially an adult is there to model the activity before leaving the children to be independent					

		in their learning. Maths is used in all areas of the provision every day for classroom routines and organisation and this is clearly modelled by the adults to develop children's understanding (for example: the use of time vocabulary when using the visual timetable, having 4 spots at the playdough tray and using sand timers to facilitate turn-taking).				
<i>Discreet Teaching</i>	<b>White Rose Maths – Match and Sort, Making Comparisons and Exploring Pattern</b>	<b>White Rose Maths – Numbers 1,2 and 3, Circles and Triangles, Spatial Awareness, Number 4, Shapes with 4 Sides, Number 5, One More &amp; One Less and Night &amp; Day</b>	<b>White Rose Maths – Zero, Numbers to 5, Mass &amp; Capacity, Numbers 6,7 &amp; 8, Making Pairs, Combining 2 Groups and Length, Height &amp; Time</b>	<b>White Rose Maths – Numbers 9&amp;10, Number bonds to 10, 3D shape and Pattern</b>	<b>White Rose Maths – Numbers beyond 10, Spatial Reasoning, Adding More and Taking Away</b>	<b>White Rose Maths – Doubling, Sharing &amp; Grouping, Even &amp; Odd, Spatial Reasoning, Deepening Understanding, Patterns &amp; Relationships</b>
<i>High Quality Texts</i>	<i>The Button Box</i> (M Reid) <i>Where's My Teddy?</i> (Jez Alborough) <i>Mr Big</i> (Ed Vere) <i>Seaweed Soup</i> (Stuart J Murphy)	<i>123 At the Zoo</i> (Eric Carle) <i>Circle &amp; Square</i> (Mac Barnett) <i>Me on the Map</i> (Joan Sweeney) <i>Anno's Counting Book</i> (Mitsumasa Anno)	<i>None The Number</i> (Oliver Jeffers) <i>The Ugly Five</i> (Julia Donaldson) <i>Six Dinner Sid</i> (Inga Moore) <i>Simon Sock</i> (Sue Hendra) <i>How Many Legs?</i> (Kes Gray)	<i>10 Little Dinosaurs</i> (Mike Brownlow) <i>One Fluffy Baa Lamb</i> , <i>Ten Hairy Caterpillars</i> (Nick Sharratt) <i>Actual Size</i> (Steven Jenkins)	<i>Jack the Builder</i> (Stuart J Murphy) <i>How Many Jelly Beans?</i> <i>One Ted Falls out of Bed</i> (Julia Donaldson) <i>The Shopping Basket</i> (John Burningham)	<i>Mr Gumpy's Motor Car</i> (John Burningham) <i>Harry and the Bucketful of Dinosaurs</i> (Ian Whybrow) <i>Little Red Riding Hood</i>
<i>Early Learning Goals</i>	<p><b>Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Children at the expected level of development will: - 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.</p>					
<b>Understanding The World</b>	<i>Continuous Provision</i>	Our provision develops children's understanding of the world in a number of ways. We always have a domestic role play area which is well resourced to match the children's current development. Our domestic role play area is culturally diverse and reflects the cohort whilst also introducing the children to other cultures and experiences. Our provision always reflects the current season and the celebrations for that time of year. Our carefully selected texts are always available in the book corner and adults place high importance on sharing these books with children and discussing similarities and differences. Our free-flow approach to learning enables the children to continuous high quality outdoor provision where they can observe nature and living things. Adults scaffold this learning by explaining natural phenomena's e.g. water freezing to ice or the seeds from a flower being carried by the wind.				

Discreet Teaching	<p><b>Autumn –</b> Seasonal changes, looking at natural objects, weather</p> <p><b>Growing –</b> How a seed grows, farming, harvest</p>	<p><b>Diwali –</b> Who celebrates it and why</p> <p><b>Animal Habitats</b> Starting with bears and comparing other animals</p> <p><b>Winter</b> Seasonal changes, weather</p> <p><b>Christmas</b> The Christmas Story</p> <p><b>Hanukah</b> Who celebrates it and why</p> <p><b>Maps</b> Simple representations of a journey - Godmanchester</p>	<p><b>Winter</b> Seasonal changes, weather</p> <p><b>My 5 senses</b> Exploring the senses</p> <p><b>Chinese New Year</b> Who celebrates it and why</p> <p><b>Maps</b> Godmanchester is in England – looking at the United Kingdom</p> <p><b>History of Stories</b> Traditional tales</p>	<p><b>Space</b> Planets and the moon. Tim Peake and space travel.</p> <p><b>Pancake Day</b> Christianity and lent</p> <p><b>Spring</b> Seasonal changes, looking at natural objects, weather</p> <p><b>Easter</b> The Easter story</p>	<p><b>Eid</b> Who celebrates it and why</p> <p><b>My body</b> Healthy eating, how the body works, exercise and oral health</p> <p><b>The World</b> Looking at globes and differences between countries and homes</p>	<p><b>Animals</b> Animals and their habitats</p> <p><b>Summer</b> Seasonal changes, weather</p> <p><b>Life Cycles</b> Frogs and butterflies</p> <p><b>History</b> The history of people – comparing homes and lifestyles</p>
High Quality Texts	<p><i>Season's Come, Season's Go, Tree</i> (Britta Tekkentrup)</p> <p><i>How a Seed Grows</i> (Helene Jordan)</p> <p><i>The Tiny Seed</i> (Eric Carle)</p> <p><i>Jasper's Beanstalk</i> (Nick Butterworth)</p> <p><i>Pumpkin Pumpkin</i> (Jeanne Titherington)</p>	<p><i>Let's Celebrate</i> (Deb Janie Chatterjee)</p> <p><i>One Snowy Night</i> (Nick Butterworth)</p> <p><i>The Christmas Story</i> (Sheila Moxley)</p> <p><i>All Afloat on Noah's Boat</i> (Tony Mitton)</p> <p><i>A King is Born</i></p>	<p><i>Smelling, Tasting and Seeing</i> (Read and Learn Raintree)</p> <p><i>Elmer and the Wind</i> (David McKee)</p> <p><i>Snow Bears</i> (Martin Waddell)</p> <p><i>The Dancing Dragon</i> (Marcia Vaughan)</p> <p><i>Lanterns and Firecrackers</i> (Jonny Zucker)</p>	<p><i>The Children's Space Atlas</i> (Robin Kerrod)</p> <p><i>Mr Wolf's Pancakes</i> (Jan Fearnley)</p> <p><i>Spring</i> (Tanya Thayer)</p> <p><i>What Makes it rain</i> (usborne)</p> <p><i>We're Going on an Egg Hunt</i> (Bloomsbury)</p>	<p><i>Me and My Body</i> (David Evans)</p> <p><i>Eating and Tasting</i> (Henry Pluckrose)</p> <p><i>How Your Body Works</i></p> <p><i>Human Body shine a light</i></p>	<p><i>Summer</i> (Tanya Thayer)</p> <p><i>1000 Things in Nature</i></p> <p><i>Lola and the Farm</i> (Barry Cole)</p> <p><i>Growing Frogs</i> (Vivian French)</p> <p><i>Caterpillar Butterfly</i> (Vivian French)</p> <p><i>Big Picture Book Long Ago</i> (Usborne)</p> <p><i>The Story of People</i> (Usborne)</p> <p><i>Long long ago</i> (Judith McKinnon)</p>
Early Learning Goals	<p><b>Past and Present</b> Children at the expected level of development will: - 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 storytelling.</p>					

		<p><b>People, Culture and Communities</b> Children at the expected level of development will: - 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.</p> <p><b>The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.</p>					
<b>Expressive Arts and Design</b>	<i>Continuous Provision</i>	Our continuous provision allows the children to access a variety of mixed media (including paint, collage, playdough, instruments and box modelling) in order to fuel their creativity. Adults regularly model various art and design techniques in the moment with the children. Our creative areas contain art and craft idea books and prompt cards to inspire the children’s creativity and foster independence.					
	<i>Discreet Teaching</i>	<b>Nursery Rhymes</b>  <b>Self Portraits (Frida Kahlo)</b>  <b>Vegetable printing</b>	<b>Nursery Rhymes</b>  <b>Pastel pictures (Mondrian)</b>	<b>Nursery Rhymes</b>  <b>Making and Tasting Porridge</b>  <b>Percussion Instruments</b>	<b>Nursery Rhymes</b>  <b>Dance</b> Moving in time to music  <b>Night Sky Art</b>	<b>Nursery Rhymes</b>  <b>Collage Art (Alma Thomas)</b>	<b>Nursery Rhymes</b>  <b>Butterfly Art</b>  <b>Percussion Instruments</b>
	<i>High Quality Texts</i>	<i>Let’s Make Faces</i> (Hanoch Piven) <i>365 Things to Make and Do</i> (Usborne) <i>The Colour Of Us</i> (Karen Katz)	<i>Journey</i> (Aaron Becker) <i>The Cambridge Art Book</i> (Emma Bennett) <i>365 Things to Make and Do</i> (Usborne)	<i>Tasting</i> (Read and Learn Raintree) <i>365 Things to Make and Do</i> (Usborne)	<i>365 Things to Make and Do</i> (Usborne)	<i>365 Things to Make and Do</i> (Usborne)	<i>365 Things to Make and Do</i> (Usborne) <i>Caterpillar Butterfly</i> (Vivian French)
	<i>Early Learning Goals</i>	<p><b>Creating with Materials</b> Children at the expected level of development will: - 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.</p> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will: - 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.</p>					