



Adelaide Primary School

FS1 Long Term Detailed Planning 2018 – 2019



	Autumn 1 3 days & 7 weeks	Autumn 2 7 weeks	Spring 1 4 days & 5 weeks	Spring 2 6 weeks	Summer 1 4 days & 5 weeks	Summer 2 7 weeks
Topic focus	People	Food	Transport	Animals	Plants	Materials
Topic question	What do I know about me and my world?	Do we all like the same food?	How do we get to different places?	Where do all the animals live?	Are all plants the same?	Which material should we use?
Visits					West park	
Visitors	Baby	Brush Bus	Librarian	Ian's mobile farm Sam safari Living eggs/chicks	Librarian	Scrapstore
Excellent outcome	Myself paintings	Decorated biscuits	Sponsored cycle	Class book	Video montage	Learning Journeys

Understanding the World

	How do people grow?	How can food change?	How do things move?	Are all animals the same?	What do the plants need?	Are all materials the same?
Science	Body parts Growing Sound Water Colours <u>The world</u> <u>30-50 months</u> <ul style="list-style-type: none"> •Can talk about some of the things they have observed. •Developing an understanding of growth and changes over time. 	Decay Change Observations Colours <u>The world</u> <u>30-50 months</u> <ul style="list-style-type: none"> •Can talk about some of the things they have observed. •Developing an understanding of decay over time. 	Similarities Differences Sound Colours <u>The world</u> <u>22-36 months</u> <ul style="list-style-type: none"> •Enjoys playing with small-world models. <u>30-50 months</u> <ul style="list-style-type: none"> •Can talk about some of the things they have observed. •Talks about why things happen and how things work. 	Sounds Water Minibeasts Growing Change Observations Baby animals Colours <u>The world</u> <u>22-36 months</u> <ul style="list-style-type: none"> •Enjoys playing with small-world models. <u>30-50 months</u> <ul style="list-style-type: none"> •Can talk about some of the things they have observed such as animals. •Developing an understanding of growth and changes over time. •Shows care and concern for living things. 	Observations Similarities Differences Water Growing Planting Senses Colours <u>The world</u> <u>22-36 months</u> <ul style="list-style-type: none"> •Notifies detailed features of objects in their environment. <u>30-50 months</u> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the natural world. •Can talk about some of the things they have observed such as plants. •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. 	Textures Similarities Differences Recycling Colours <u>The world</u> <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. •Can talk about some of the things they have observed. •Talks about why things happen. <u>40-60+ months</u> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change.

<p>History</p>	<p>Was I a baby? When I was a baby Baby photos</p> <p>People & communities <u>22-26 months</u></p> <ul style="list-style-type: none"> •Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> •Remembers and talks about significant events in their own experience. •Knows some of the things that make them unique. 	<p>What did I eat when I was a baby? Baby food tasting</p> <p>People & communities <u>30-50 months</u></p> <ul style="list-style-type: none"> •Remembers and talks about significant events in their own experience. 		<p>What did animals look like years ago? Dinosaurs</p>		<p>What were old toys made from? Toys from the past</p> <p>People & communities <u>30-50 months</u></p> <ul style="list-style-type: none"> •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. <p><u>40-60+ months</u></p> <ul style="list-style-type: none"> •Enjoys joining in with family customs and routines.
<p>Geography</p>	<p>Where do I live? Local area Houses/Flats Weather Seasons Clothes</p> <p>The world <u>22-36 months</u></p> <ul style="list-style-type: none"> •Notices detailed features of objects in their environment. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live. •Shows care and concern for the environment. 		<p>How can we travel? Places in the world Land Sea Air Local area Weather Seasons Clothes</p> <p>The world <u>30-50 months</u></p> <ul style="list-style-type: none"> •Can talk about some of the things they have observed. •Talks about why things happen and how things work. 	<p>Do animals all live on the farm? Environments Farm Weather Seasons</p> <p>The world <u>22-36 months</u></p> <ul style="list-style-type: none"> •Enjoys playing with small-world models. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world. •Can talk about some of the things they have observed such as animals. •Talks about why things happen and how things work. •Shows care and concern for living things and the environment. 	<p>What plants grow in the garden? Local area Environments Weather Seasons</p> <p>The world <u>30-50 months</u></p> <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. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <p><u>40-60+ months</u></p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. 	<p>Why are houses built with bricks? Local area Weather Seasons</p> <p>The world <u>30-50 months</u></p> <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. •Talks about why things happen and how things work. <p><u>40-60+ months</u></p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change.
<p>RE</p>	<p>What do I celebrate? Special times Diwali</p> <p>People & communities <u>22-26 months</u></p> <ul style="list-style-type: none"> •Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<p>Who celebrates Christmas? Special times Ways of life Christmas Nativity</p> <p>People & communities <u>22-26 months</u></p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<p>Who celebrates Chinese New Year? Special times Ways of life Chinese new year</p> <p>People & communities <u>22-26 months</u></p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background. •Beginning to have their own friends. •Learns that they have similarities and differences that connect them to, and distinguish them 	<p>Who celebrates Easter? Special times Easter</p> <p>People & communities <u>22-26 months</u></p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p><u>30-50 months</u></p> <ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. 	<p>Where do people celebrate? Special times</p> <p>People & communities <u>30-50 months</u></p> <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 ways of life. •Knows some of the things that make them unique, and can talk 	<p>Who celebrates Eid? Special times Eid</p> <p>People & communities <u>30-50 months</u></p> <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 ways of life. •Knows some of the things that

	<p>30-50 months</p> <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 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. 	<p>30-50 months</p> <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 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. 	<p>from, others.</p> <p>30-50 months</p> <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 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. 	<ul style="list-style-type: none"> 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 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. 	<p>about some of the similarities and differences in relation to friends or family.</p> <p>40-60+ months</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<p>make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>40-60+ months</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines.
ICT	<p>Technology 22-36 months</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>30-50 months</p> <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 	<p>Technology 22-36 months</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>30-50 months</p> <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 	<p>Technology 22-36 months</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>30-50 months</p> <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 	<p>Technology 22-36 months</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>30-50 months</p> <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 	<p>Technology 30-50 months</p> <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 <p>40-60+ months</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 	<p>Technology 30-50 months</p> <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 <p>40-60+ months</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

Personal, social & emotional development

PSHE	Jigsaw – Being me in my world	Jigsaw – Celebrating difference	Jigsaw – Dreams and goals	Jigsaw – Healthy me	Jigsaw – Relationships	Jigsaw – Changing me
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Expressive Arts and Design

DT	<p style="text-align: center;">Paper plate faces</p> <p><u>Exploring & making media & materials</u> <u>22-36 months</u> •Experiments with blocks, colours and marks. <u>30-50 months</u> •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Realises tools can be used for a purpose. <u>Being imaginative</u> <u>22-36 months</u> •Beginning to use representation to communicate. <u>30-50 months</u> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media.</p>	<p style="text-align: center;">Fruit salad</p> <p><u>Health & self-care</u> <u>22-36 months</u> •Feeds self competently with spoon. <u>30-50 months</u> •Understands that equipment and tools have to be used safely. •Can usually manage washing and drying hands.</p>	<p style="text-align: center;">Transport models</p> <p><u>Exploring & making media & materials</u> <u>30-50 months</u> •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. <u>Being imaginative</u> <u>22-36 months</u> •Beginning to use representation to communicate. <u>30-50 months</u> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media.</p>	<p style="text-align: center;">Sock puppet</p> <p><u>Exploring & making media & materials</u> <u>30-50 months</u> •Beginning to be interested in and describe the texture of things. •Uses various construction materials. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. <u>Being imaginative</u> <u>22-36 months</u> •Beginning to use representation to communicate. <u>30-50 months</u> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media.</p>	<p style="text-align: center;">Decorate plant pot</p> <p><u>Exploring & making media & materials</u> <u>30-50 months</u> •Uses various construction materials. •Realises tools can be used for a purpose. <u>40-60+ months</u> •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. <u>Being imaginative</u> <u>30-50 months</u> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. <u>40-60+ months</u> •Create simple representations of objects. •Chooses particular colours to use for a purpose.</p>	<p style="text-align: center;">Instruments</p> <p><u>Exploring & making media & materials</u> <u>22-36 months</u> •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. <u>30-50 months</u> •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Uses various construction materials. •Realises tools can be used for a purpose. <u>40-60+ months</u> •Explores the different sounds of instruments. •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. <u>Being imaginative</u> <u>30-50 months</u> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. <u>40-60+ months</u> •Create simple representations of objects. •Chooses particular colours to use for a purpose.</p>
Art	<p style="text-align: center;">Matchstick people – Lowry</p> <p><u>Exploring & making media & materials</u> <u>22-36 months</u> •Experiments with blocks, colours and marks. <u>30-50 months</u> •Explores colour. •Understands that they can use</p>	<p style="text-align: center;">Vegetable printing</p> <p><u>Exploring & making media & materials</u> <u>22-36 months</u> •Experiments with blocks, colours and marks. <u>30-50 months</u> •Explores colour and how colours can be changed.</p>	<p style="text-align: center;">Wheel printing</p> <p><u>Exploring & making media & materials</u> <u>22-36 months</u> •Experiments with blocks, colours and marks. <u>30-50 months</u> •Explores colour and how colours can be changed.</p>	<p style="text-align: center;">Collage – animal pattern</p> <p><u>Exploring & making media & materials</u> <u>30-50 months</u> •Beginning to be interested in and describe the texture of things. •Realises tools can be used for a purpose. <u>Being imaginative</u></p>	<p style="text-align: center;">Sunflowers – Van Gogh</p> <p><u>Exploring & making media & materials</u> <u>30-50 months</u> •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</p>	<p style="text-align: center;">Pasta pictures</p> <p><u>Exploring & making media & materials</u> <u>30-50 months</u> •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</p>

	<p>lines to enclose a space, and then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> •Realises tools can be used for a purpose. <p>Being imaginative 22-36 months</p> <ul style="list-style-type: none"> •Beginning to use representation to communicate. <p>30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. 	<ul style="list-style-type: none"> •Beginning to be interested in and describe the texture of things. <p>Being imaginative 30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. 	<ul style="list-style-type: none"> •Realises tools can be used for a purpose. <p>Being imaginative 30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. 	<p>30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. 	<p>represent objects.</p> <ul style="list-style-type: none"> •Beginning to be interested in and describe the texture of things. •Realises tools can be used for a purpose. <p>40-60+ months</p> <ul style="list-style-type: none"> •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. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. <p>Being imaginative 30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. <p>40-60+ months</p> <ul style="list-style-type: none"> •Create simple representations of objects. •Chooses particular colours to use for a purpose. 	<p>describe the texture of things.</p> <ul style="list-style-type: none"> •Uses various construction materials. •Realises tools can be used for a purpose. <p>40-60+ months</p> <ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Experiments to create different textures. •Uses simple tools and techniques competently and appropriately. <p>Being imaginative 30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Captures experiences and responses with a range of media. <p>40-60+ months</p> <ul style="list-style-type: none"> •Create simple representations.
<p>Music</p>	<p>Barefoot books – If you’re happy and you know it/My friend robot/Outdoor opposites</p> <p>Exploring & making media & materials 22-36 months</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. <p>30-50 months</p> <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. <p>Being imaginative 30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for 	<p>Nursery rhymes</p> <p>Exploring & making media & materials 22-36 months</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. <p>30-50 months</p> <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. <p>Being imaginative 30-50 months</p> <ul style="list-style-type: none"> •Developing preferences for 	<p>Barefoot books – Driving my tractor/The wheels on the bus/We all go travelling by</p> <p>Exploring & making media & materials 22-36 months</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. <p>30-50 months</p> <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. <p>Being imaginative</p>	<p>Barefoot books – The animal boogie/Walking through the jungle/Creepy crawly calypso</p> <p>Exploring & making media & materials 22-36 months</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. <p>30-50 months</p> <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. <p>Being imaginative</p>	<p>Nursery rhymes</p> <p>Exploring & making media & materials 30-50 months</p> <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. <p>40-60+ months</p> <ul style="list-style-type: none"> •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. 	<p>Favourite songs</p> <p>Exploring & making media & materials 30-50 months</p> <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. <p>40-60+ months</p> <ul style="list-style-type: none"> •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.

	<p>30-50 months</p> <ul style="list-style-type: none"> •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. •Captures experiences and responses with a range of media. 	<p>forms of expression.</p> <ul style="list-style-type: none"> •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Captures experiences and responses with a range of media. 	<p>30-50 months</p> <ul style="list-style-type: none"> •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. •Captures experiences and responses with a range of media. 	<p>30-50 months</p> <ul style="list-style-type: none"> •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. •Captures experiences and responses with a range of media. 	<ul style="list-style-type: none"> •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. <p>Being imaginative</p> <p>30-50 months</p> <ul style="list-style-type: none"> •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. •Captures experiences and responses with a range of media. <p>40-60+ months</p> <ul style="list-style-type: none"> •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 children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> •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. <p>Being imaginative</p> <p>30-50 months</p> <ul style="list-style-type: none"> •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. •Captures experiences and responses with a range of media. <p>40-60+ months</p> <ul style="list-style-type: none"> •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 children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative.
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Moving and Handling

Gross-motor	Bikes/Scooters	Kicking	Bikes/Scooters	Throwing	Bikes/Scooters	Catching
Fine-motor	Pencil grip	Cutting	Pencil grip	Cutting	Pencil grip	Cutting