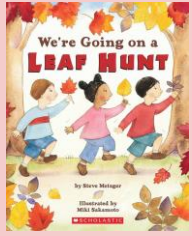
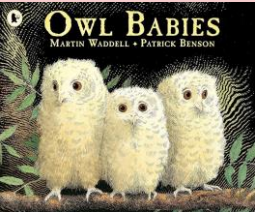
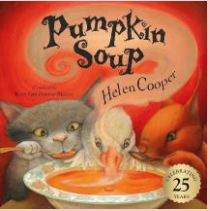
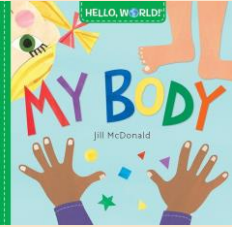
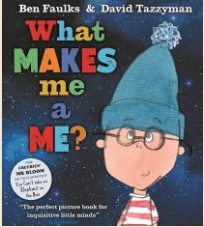
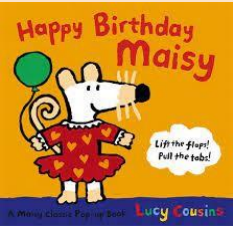
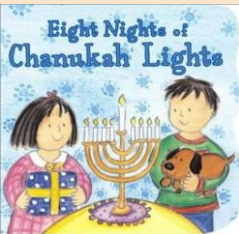
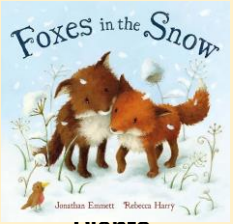
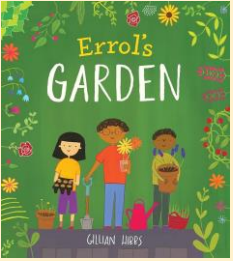
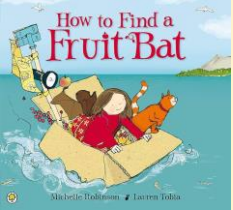
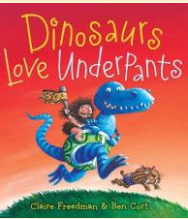
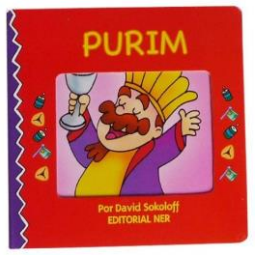
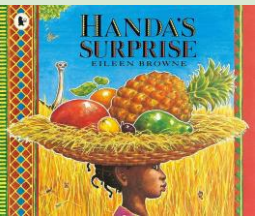
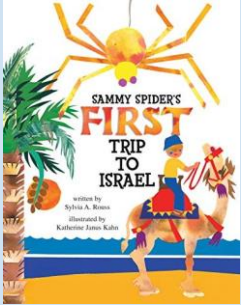
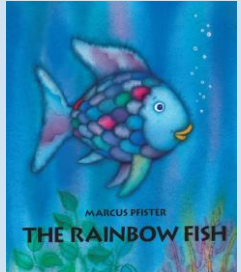
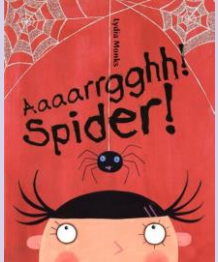
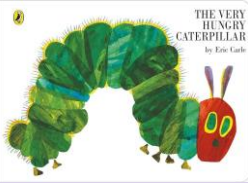
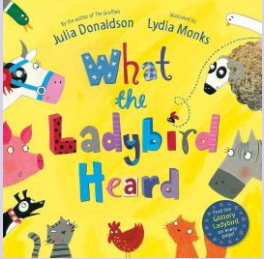


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Key Texts <i>*Please note that these topics and texts may change as the interests of the children are at the forefront of our teaching</i>	Bees  Autumn  Winter Animals  	All About Me   Celebrations  Light and Dark 	Winter  Plants   	Purim  London  Africa 	Israel  Under the Sea  People Who Help Us 	People who help us Mini beasts   
Wow moments	Listening Walk Autumn Walk Shape Walk around the Local Area	Trip on the Bus Visit to the Theatre Chanukah show	Tu B'Shvat Seder	Model Seder	Trip to the Fishmonger Trip on the Bus Lag B'Omer Trip	Graduation Sports Day Visits from firefighter/p olice/doctor Trip to Ecological Centre Trip to park

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Communication and Language	Statutory Guidance from the EYFS Framework: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	IJDS's End of Year Goals: - I can take turns when speaking. - I can ask and answer questions. - I can enquire about unknown things - I can investigate new ideas or topics - I can speak to adults and peers. - I can repeat new vocabulary words and understand their meaning - I can use new vocabulary in my learning - I can retell stories - I can join in with repeating refrains - I understand the difference between make-believe and reality - I can work with others to discuss and build on ideas - I can play imaginatively with friends, encouraging others to follow my ideas - I can role=play known experiences - I can listen to others and take on board their ideas - I can follow instructions					
	I can begin to take turns during structured activities such as games or circle time. I can recognise basic question words like "who," "what," and "where," and begin to understand their meanings. I can learn to identify questions by tone and intonation of speech. I can use basic polite language like "please" and "thank you" when speaking to adults and peers.	I can raise my hand when I want to speak. I can wait for a pause in conversation before I start to speak. I can initiate simple questions to gather information or show curiosity about my surroundings. I can use single words or short phrases to ask questions (e.g. "What's that?" "Where is it?") I can initiate simple conversations with adults	I can wait patiently for my turn without interrupting others. I can respond to simple questions posed by adults or peers, often with one-word or short responses. I can understand and follow simple instructions or requests I can express my basic needs or preferences to adults and peers in a clear and direct manner.	I can actively listen to others whilst waiting my turn to talk. I can maintain eye contact with the person speaking. I can show an interest in what is being spoken about. I can begin to expand my answers with additional details or explanations when prompted. I can share simple thoughts, ideas, and experiences with others during group activities or conversations.	I know when to stop talking and allow others to speak. I can begin to ask simple follow-up questions to continue a conversation or seek further information. I can ask and answer questions to gather more specific information (e.g. "Who is that?" "What are you doing?") I know when and how to ask for help from adults or peers when needed, usually with simple requests.	I can easily transition from speaking to listening and vice versa without interruptions. I can begin to understand appropriate contexts for asking and answering questions, such as during play or storytime. I can demonstrate basic empathy and active listening skills by responding appropriately to others' emotions or comments. I can learn to respect and acknowledge ideas and

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	I can begin to express simple ideas and preferences during play and interactions. I can use gestures, single words, or short phrases to communicate thoughts and desires	and peers, such as saying hello or asking about their day. I can initiate simple sharing of ideas by verbally expressing interests or preferences to peers and adults.	I can use visual aids such as drawings, pictures or props to help convey ideas and preferences.	I understand yes/no questions and can respond by nodding or shaking my head I can begin to answer yes/no questions with verbal responses (e.g. "Yes please" or "No thank you")	I can begin to expand on my ideas with support and encouragement from adults and peers. I can add details or additional information to my initial thoughts or preferences.	contributions of others during sharing activities. I can engage in turn-taking during conversations by asking questions and waiting for responses from others I can begin to listen attentively to others' answers and follow up with related questions.
Personal, Social and Emotional Development	Statutory Guidance from the EYFS Framework: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	IJDS's End of Year Goals: I can form relationships with my teachers I can recognise a safe adult in my class I understand that the teachers are there to support me and keep me safe I can recognise some emotions e.g. happy, sad, angry I know that it is possible to feel different emotions across a day I recognise that different people can feel differently I can begin to regulate my emotions I understand that there are things we can do to help me calm down when I am angry I know what I like and dislike I know what I am good at I understand that not everyone is good at everything I feel pride when I achieve a goal I am developing my independence in things I am good at I can 'have a go' when I am unsure or not so good at something I can ask for help when I need it I understand what our bodies need e.g. water, food, sleep I have begun to use the toilet independently I recognise the need to go to the toilet before I am desperate I have started to play with others that have similar interests to me I am able to support others when they are upset I have begun to take turns when playing e.g. sharing I understand that others might have differing opinions to me I can ask adults for support when in conflict with others					

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I have begun to resolve conflicts independently

I can form initial attachments and bonds with familiar adults and peers in the setting

I can demonstrate comfort and ease in the presence of trusted individuals

I can begin to identify and label basic emotions such as happy, sad and angry

I can use simple language to express my emotions e.g. saying "happy" or "sad"

I can begin to explore and identify personal likes, dislikes, interests and preferences

I can express preferences for certain activities, toys and foods

I can begin to practise basic self-hygiene routines independently such as washing hands

I can initiate interactions and play with peers through gestures, verbal cues or joining ongoing activities

I can demonstrate a willingness to engage and connect with peers in simple play scenarios

I can engage in parallel play alongside peers, sharing the same space and toys without direct interaction

I can observe and imitate the actions of peers during play activities

I can recognise and interpret basic facial expressions associated with different emotions

I understand that certain facial expressions indicate how someone is feeling

I can engage in activities that promote a sense of accomplishment and success

I receive praise and encouragement from adults for efforts and achievements

I can dress and undress with some assistance including managing buttons, zippers and snaps

I can engage in parallel play alongside peers, sharing the same space and toys without direct interaction

I can observe and imitate the actions of peers during play activities

I can seek comfort, reassurance and assistance from adults when needed

I can demonstrate trust in adults by turning to them for guidance and help

I can express my own feelings through verbal and nonverbal means e.g. using words, facial expressions or body language

I can demonstrate a growing vocabulary for describing emotions

I can demonstrate increasing independence in simple tasks and activities

I can express a desire to do things "by myself" and take on new challenges

I can begin to use the toilet independently, recognising bodily cues for when I need to go

I can begin to engage in simple sharing and turn-taking activities with peers under adult supervision

I can learn basic social skills such as waiting for a turn and sharing toys or materials

I can participate in group activities and routines facilitated by adults

I can follow instructions and cues from adults during group activities

I can seek comfort and reassurance from trusted adults when experiencing strong emotions

I can turn to adults for support and guidance in managing my feelings

I can learn to express emotions, needs and desires verbally and nonverbally

I can use words to communicate feelings and preferences such as saying "I'm happy" or "I want that"

I can begin to understand the concept of eating healthily and getting enough sleep

I can demonstrate kindness and empathy towards peers by sharing toys, comforting them when upset or offering assistance

I can begin to understand and respond to the emotions of others

I can begin to engage in simple sharing and turn taking activities and peers under adult supervision

I can learn basic social skills such as waiting for a turn and sharing toys or materials

I can begin to use simple coping strategies to manage negative emotions e.g. seeking a comfort object or taking deep breaths

I can develop a positive self-image and sense of identity based on experiences and interactions with caregivers and peers

I learn simple safety rules

I can explore a variety of foods to begin to develop healthy eating habits

I can engage in cooperative play with peers under adult guidance

I can learn to collaborate and share ideas with others during group activities

I can initiate interactions and play with peers through gestures, verbal cues or joining ongoing activities

I can demonstrate a willingness to engage and connect with peers in simple play scenarios

I can learn to self-soothe with the help of caregivers or favourite toys

I can demonstrate pride in personal achievements and accomplishments

I can participate in mealtime routines and feed myself

I can begin to express frustration or upset when conflicts arise

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Physical Development	Statutory Guidance from the EYFS Framework: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	IJDS's End of Year Goals: I have begun to use the toilet independently I can recognise when I have had an accident I can dress myself with support I can give new challenges a go I am aware of my own safety I can use a variety of tools with support I am developing my accuracy when using a variety of tools					
	I can walk with stability and balance I can practise walking on different surfaces such as carpet, tile, grass or sand I can engage in various movement patterns such as walking, running, jumping, hopping, skipping, galloping I can practise these movements in different directions and at varying speeds I can develop the ability to grasp and manipulate objects with the fingers and hands I can explore scissors by opening and closing them under supervision I can use chunky crayons or markers that are easy to	I can learn to navigate around obstacles such as furniture, toys or playground equipment I can develop my spatial awareness and depth perception to avoid collisions and obstacles while moving I can balance on low structures such as beams or logs I can practise maintaining balance while walking or crawling along these structures I can engage in activities that involve sensory exploration such as squeezing playdough, finger painting or exploring textures with fingers	I can climb on age-appropriate equipment with adult supervision and support I can learn to grasp and pull myself up onto low platforms or stairs I can explore climbing structures such as stairs, ladders, ramps or low playground equipment I can climb up and down with assistance and guidance to ensure safety I can make straight cuts or snips along a line or edge e.g. of playdough I can use short, stubby pencils or crayons using a digital pronate grasp (holding the writing tool with the thumb and fingers while	I can practise jumping off low surfaces and landing with both feet together I can learn to bend my knees upon landing to absorb the impact and maintain balance I can explore different shapes and textures while cutting e.g. cutting playdough I can continue to develop my finger dexterity and hand strength by squeezing playdough or tearing paper	I can practise turning and changing direction while walking or running I can learn to pivot on one foot to change direction smoothly and efficiently I can cut along straight lines I will be introduced to the tripod grasp when mark-making (holding the pencil between the thumb, index and middle fingers)	I can begin to participate in coordination games and activities such as Simon says, follow the leader or obstacle courses I can practise following instructions and coordinating movements in response to verbal cues I can begin to cut around simple shapes such as squares or circles I can begin to use a tripod grasp when mark-making (holding the pencil between the thumb, index and middle fingers)

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	grip and manipulate using a fist or palmar grasp	I can tear paper and other materials along lines or edges I can use short, stubby pencils or crayons as I begin to transition to a digital pronate grasp (holding the writing tool with the thumb and fingers while the forearm is rotated inward)	the forearm is rotated inward)			
Literacy Phonics Scheme: Twinkl Phonics	Statutory Guidance from the EYFS Framework: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	IJDS's End of Year Goals: I can engage in conversations about my experiences and texts I enjoy actively listening to rhymes, poems, songs and stories I can recognise sounds in the environment I have begun to recognise my name I have begun to write my own name/letters from my name I can mark make with meaning					
	I can join in with familiar rhymes and stories. I can sing some parts of certain Nursery Rhymes I can hear new vocabulary from stories, rhymes, poems and non-fiction books I have a favourite book I can develop an interest in making marks I can distinguish between marks and pictures/drawings	I can begin to understand that we should turn one page at a time in a book I understand that print has meaning I can talk about the pictures in a book with support I can draw marks that are not always distinguishable I can follow large pattern templates I can make controlled marks	I enjoy singing a range of rhymes and songs I enjoy listening to longer stories I can join in with some simple repeated refrains in well known stories/rhymes I can add some marks to drawings I can make a consistent mark to represent my name I can make smaller controlled lines	I can begin to understand that we read from left to right and top to bottom I can begin to name the parts of a book e.g. front cover, title, author I can begin to give meaning to the marks I make I can hold a pencil with my preferred hand	I enjoy listening to longer stories and remember what happens I can talk about a story I can answer simple questions about stories I can begin to predict what might happen in a story I understand that a written word conveys meaning I can write the first letter of my name	I can engage in extended conversations about stories I know and can say how the story might end I can listen to and enjoy sharing a variety of books and discuss any new vocabulary learnt I can give meanings to the marks made I can pretend to write in a range of contexts

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	I can pretend to write I can make controlled marks using tools or fingers	I can copy shapes and patterns with developing accuracy			I am more confident with writing my name writing some or all of the letters in my name I can use a pencil/writing tool more confidently to write some letters
	Aspect 1: Environmental Sounds I can notice different sounds around me I can begin to notice that different objects make different sounds Aspect 2: Instrumental Sounds I can explore different sounds instruments make I understand that I have to do something to or with an instrument to make a sound Aspect 3: Body Percussion I can explore the sound my body makes by stamping, patting, clapping and clicking I can join in with and copy actions in familiar songs Aspect 4: Rhythm and Rhyme I can join in with familiar songs and rhymes when led by an adult and peer I can begin to recognise some familiar rhythms and rhymes Aspect 5: Alliteration I can begin to explore the initial sounds of words I can join in with simple alliteration activities and games Aspect 6: Voice Sounds I can start to explore different mouth movements and sounds I can copy different voice sounds and mouth movements in my play	Aspect 1: Environmental Sounds I can start to name different sounds I have identified I can tell an adult or peer what sounds I hear Aspect 2: Instrumental Sounds I can start to identify the sounds of familiar instruments and name them I am developing an awareness of how acting upon an instrument affects the sound it makes e.g. hitting a cymbal harder makes a louder sound Aspect 3: Body Percussion I can join in with body percussion patterns I can copy body percussion patterns shown by an adult or peer I can show an awareness of how body percussion sounds can be changed by using different parts of my body in different ways Aspect 4: Rhythm and Rhyme I can recognise simple words that rhyme I can copy and keep a simple beat I can join in and copy when an adult breaks down words into syllables with a beat Aspect 5: Alliteration I can select an object with a given initial sound when given the option of two e.g. when shown a picture of a mouse and frog, they select frog when asked “Which one starts with f?”	Aspect 1: Environmental Sounds I can talk about the sounds I hear in more detail e.g. “I can hear the bigger children on the playground. They are playing and singing” I can describe sounds I hear I can compare sounds Aspect 2: Instrumental Sounds I can identify the sounds of familiar instruments and name them I can continue my understanding of how acting upon an instrument affects the sound it makes e.g.hitting a cymbal harder makes a louder sound Aspect 3: Body Percussion I can create my own body percussion patterns and sequences I can join in with longer sequences of body percussion when shown by an adult I can describe body percussion sounds I can follow instructions to make body percussion sounds Aspect 4: Rhythm and Rhyme I have started to create my own rhyming words I can complete a short sentence with my own rhyme I can break words down into syllables to create my own beat Aspect 5: Alliteration		

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		I can begin to hear and identify the initial sounds in words e.g. when asked “What sound can we hear at the beginning of b,b,boy?” they can say “b” Aspect 6: Voice Sounds I can start to recognise different voice sounds I can use my voice to make a variety of different sounds e.g. silly voices, animal noises Aspect 7: Oral Blending and Segmenting I can identify the initial sounds of words I hear and say I am aware that words can be broken down into phonemes I can choose the correct object when hearing a word broken down into phonemes e.g picking a picture of a chick when hearing “ch-i-ck”	I can begin to match and group a set of objects with the same initial sound I enjoy playing with alliteration e.g. making my own alliterative phrases “big, bad bat” or making up words to create an alliterative phrase “dangry dog” Aspect 6: Voice Sounds I can speak clearly I can talk about, describe and compare different voice sounds I enjoy creating my own ideas for voices of different characters in my activities and play I can imitate the voices of characters Aspect 7: Oral Blending and Segmenting I can say simple CVC and VC words after hearing it broken down into phonemes e.g. saying “hot” when hearing “h-o-t” I can join in with segmenting CVC and VC words into phonemes I can begin to segment CVC and VC words into phonemes I can begin to blend the phonemes of longer words and identify how many phonemes are in a CVC or VC word
Mathematics	Statutory Guidance from the EYFS Framework: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.		
Scheme: Master the Curriculum	IJDS’s End of Year Goals: I can count to 10 I can recognise numbers to 10 I have begun to subitise to 5 I can recognise patterns in numbers I can spot numbers in the environment I use maths within my play/learning experiences I have begun to use mathematical vocabulary within my speech/explanations		

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I can recognise shapes e.g. circle, triangle, square, rectangle
 I have begun to understand that coins have value
 I can measure objects using non-standard units with support
 I understand that we measure items for accuracy
 I have begun to understand why measurements are important
 I have begun to 'have a go' at different mathematical concepts
 I have begun to discuss ideas and concepts
 I have begun to observe and record what I notice

Colours:

I can identify the colour of objects

I can talk about my favourite colours

I can match objects to the correct colour name

Matching:

I can identify matching objects

I can match items by colour or shape

I can begin to identify Numicon shapes

I can match items by size

Sorting:

I can sort objects by colour

I can sort objects by shape

I can talk about what I notice about the objects

I can identify how groups of objects have been sorted

I can sort objects based on set criteria

Number 1:

I can recognise when there is 1 object

I can show 1 on my fingers

I can recognise the numeral 1

Number 2:

I can recognise when there are 2 objects

I can count 2 objects by touching or pointing at them and saying the number

I can recognise the numeral 2

Pattern:

I can describe AB patterns using different colours or objects

I can identify what comes next in the AB pattern

I can explore creating, describing and continuing AB patterns

I can describe ABC patterns using colours or objects and predict what comes next

Number 3, 4, 5:

I can recognise when there are 3, 4, 5 objects

I can show 3, 4, 5 on my fingers

I can count 3, 4, 5 objects

I can recognise the numeral 3, 4, 5

I can begin to understand that numbers are made up of smaller numbers

I can explore compositions of numbers to 5

I can learn that triangles are 2D shapes with 3 sides

I can learn that squares and rectangles are 2D shapes with 4 sides

I can learn that pentagons are 2D shapes with 5 sides

I can identify triangles, squares, rectangles and pentagons by counting their sides

Number 6:

I can count 6 objects with 1:1 correspondence

I can begin to use a ten frame to represent numbers to 6

Height & Length:

I can compare the height of different objects using the words tall or short

I can compare the length of different objects using the words long or short

Mass:

I can begin to use balance scales

I can recognise the words heavier and lighter

I can use balance scales to investigate which objects are heavier or lighter

Capacity:

I can explore containers that are full or empty, practically and pictorially

I can explore containers that are nearly full or nearly empty

Sequencing:

I can sequence pictures

Positional Language:

I can place objects on or under

I can explore whether an object is in, out, in front of or behind

More than/fewer than:

I can identify which set has more or fewer

2D Shapes:

I can identify a circle, triangle, rectangle and square

I can begin to learn some properties of a circle, triangle, rectangle and square

I know that a square is a special rectangle

3D Shapes:

I can identify cubes, cuboids, cylinder and sphere

I can begin to talk about some properties of a cube, cuboid, cylinder and sphere

Number composition 1-5

Revision:

I can explore different pairs of numbers up to 5

What comes after/before:

I can explore the number line by jumping along or back

I can find out what comes before or after

I can count along the number line

I can identify the missing number by working out what number comes before or after a given number

Numbers to 5:

I can count how many objects there are in a set

I can identify if there are enough of each object for everyone

I can work out what number is represented

I can put numerals in the correct order

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				I can compare capacity by directly pouring from one to the other		
Understanding the World	Statutory Guidance from the EYFS Framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	IJS's End of Year Goals: I know that weather changes throughout the year I can observe changes in the weather I know what a plant needs to grow I can recognise maps I know that we live in Hendon I can talk about my own family I know who important members of society are e.g. firefighter, police, nurse I understand that stories can change over time I recognise that some stories are set in different countries/cultures I can explore how we celebrate things e.g. festivals, birthday parties I know that I am Jewish but there are other religions out there too I can compare my life to others I have begun to use technology e.g. iPads, Alexa, Google I have begun to know what to do if something pops up when using a device I have begun to understand that you can use technology to find information I understand that animals live in different places I have begun to discuss why animals live in different places I understand that we should not drop litter I have begun to understand the term recycle					
	I can begin to talk about my family by naming the people in my family I can talk about my family using simple descriptions I can begin to talk about how I celebrate things I know I am Jewish	I can begin to recognise changes in weather I can recognise signs of Autumn I can begin to talk about how my family celebrates things I can begin to understand there are other religions who celebrate things differently	I can begin to observe changes in the weather I can begin to understand that weather changes throughout the year I can recognise signs of Winter I can begin to understand what a plant needs to grow	I can recognise maps I can begin to understand what a map is I can begin to understand that a map can give us information I know that we live in London/Hendon	I can observe changes in the weather I understand that weather changes throughout the year I can recognise signs of Spring I know what a plant needs to grow	I can discuss changes in the weather I know that weather changes throughout the year I can recognise signs of Summer I know who important members of society are e.g. police, nurse, firefighter etc

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	I can begin to understand that animals live in different habitats e.g. bees I can recognise different types of technology	I can recognise some animals I can begin to understand that animals live in different habitats e.g. nocturnal animals I can begin to use technology in my play I can begin to understand that we can use technology to find information	I can talk about activities I do with my family I can begin to understand that we do not drop litter I can begin to understand when to stay safe online e.g. what to do if something pops up	I can talk more confidently about how my family celebrates things I can begin to compare how I celebrate things vs others I understand that there are other cultures who do things differently to me I can use technology in my learning I can begin ask an adult to use technology to find out information	I can recognise parts of some plants I can confidently talk about activities I do with my family I can begin understand that animals live in different habitats e.g. fish	I can begin to understand that I might celebrate things differently to others I can begin to understand that animals live in different habitats e.g. minibeasts/insects I understand that we do not drop litter I can begin to understand the term recycle I can more confidently ask an adult to use technology to find out information
Expressive Arts & Design	Statutory Guidance from the EYFS Framework: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	IJDS's End of Year Goals: I know that being an artist/musician is a job I can recognise colours I have begun to know how to mix colours to make others I can begin to choose colours with purpose whilst creating I can mark make with meaning using various tools of my choice I have begun to use different medium to create art I can choose a preferred medium/tool when creating I can talk about creation with familiar adults and peers I can join in with repeated refrains, rhyme and simple songs I can join in with well-known songs from memory I can begin to remember and maintain my role within a group performance I can participate in performances to a familiar small audience I can begin to respond to music through movement I can move to music whilst copying actions I can explore lyrics by appropriate actions I can experiment with body percussion and vocal sounds I can begin to use instruments to make different sounds I understand that some everyday objects can be used as instruments I can begin to copy simple rhythms I can understand that different instruments have different sounds I can begin to stop and start playing instruments at the right time					

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	I can begin to respond to music through movement I can recognise repeated refrains, rhymes and simple songs I can recognise some instruments I can begin to recognise colours I have begun to mark make I can use thick paint brushes when painting	I can begin to move to music whilst copying actions I can begin to use instruments to make different sounds I can begin to understand that being an artist/ musician is a job I recognise some colours I can draw and paint straight lines I can begin to use shapes to draw I can begin to remember songs I can perform in a group to a small audience with adult support	I can begin to lead actions for others to follow I can begin to join in with repeated refrains, rhymes and simple songs I can mark make with some meaning I can tear paper I can draw and paint lines and circles I have begun to paint with more control using thinner paint brushes I begin to choose colours when creating	I can more confidently move to music whilst copying actions I can begin to explore lyrics using appropriate actions I can recognise instruments I understand that different instruments make different sounds I can begin to experiment with mixing colours I can begin to make moving models using split pins I can draw straight lines, circles, triangles and squares I can begin to recognise shapes within pictures I can remember songs I can perform in a group to a bigger familiar audience with adult support	I can more confidently lead actions for others to follow I can join in with repeated refrains, rhymes and simple songs I can begin to mix colours together to make others I can mark make with meaning I can begin to follow simple steps when drawing I can begin to find shapes when drawing pictures I can begin to use observations to inform my drawing I can choose my preferred medium/ tools when creating	I can move to music whilst copying actions I can explore lyrics by appropriate actions I know the names of some instruments I can make different sounds using instruments I know that being an artist/ musician is a job I can mark make for a purpose I can begin to think about the details within pictures I can remember songs and actions with prompts I can begin to perform in a group to familiar audiences with a few prompts I can begin to choose colours with purpose when creating
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