



	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring</i>	<i>Summer 1</i>	<i>Summer 2</i>
Theme	It's Wonderful Being Me	Sparkle and Shine	Growing Up	It's a Wild World	
Focus	Exploring and Using Media and Material				
Skills	<p>30-50 months</p> <ul style="list-style-type: none"> Sings a few familiar songs. Beginning to move rhythmically. Taps out simple repeated rhythms. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Realises tools can be used for a purpose. 	<p>30-50 months</p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Imitates movement in response to music. Explores and learns how sounds can be changed. Beginning to be interested in and describe the texture of things. Joins construction pieces together to build and balance. 	<p>40-60+ months</p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
Focus	Being Imaginative				
Skills	<p>30-50 months</p> <ul style="list-style-type: none"> Creates movement in response to music. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 	<p>30-50 months</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Uses available resources to create props to support role-play. 	<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. 	<p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Exceeding Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	

Note: May be subject to change led by the children's inquiry and interests.