

EYFS Curriculum

The milestones we have set for our children in our curriculum are set out in 4 stages. These milestones inform our judgements about the progress children are making. In our discussions about progress, we talk about **“specific children - whether they are receiving the teaching and provision they need to reach the milestones set in our curriculum and how we help the children with the greatest difficulties so that we are providing a high quality of education and care to all children”** (Grenier, 2020 p67)

Pre Stage 1: Milestones we hope children will have met when they leave nursery. We use stage 1 milestones to help us make early judgements about which children will need specific support in their first 3 to 6 weeks at school. We also use the milestones to help us plan the small steps and scaffolded support these children need.

Stage 1: Milestones we hope children will have met by the end of the autumn term at Easton Royal Academy. We use these milestones to plan learning and provision in terms 1 and 2 and also to plan additional support and focus for children who need it in the spring and summer.

Stage 2: Milestones we hope children will have met by the end of the spring term at Easton Royal Academy. We use these milestones to plan learning and provision in terms 2 and 3 and also to plan additional support and focus for children who need it in the summer.

Stage 3: Milestones we hope children will have met by the end of their reception year at Easton Royal Academy. We use these milestones to plan learning and provision in terms 5 and 6 and also to plan additional support and focus for children who need it moving into year 1.

The milestones are set out per term, to help with long term planning and then per area of development, to help with assessment and specific support:

Milestones

	Pre Stage 1	Stage 1	Stage 2	Stage 3
Communication & Language	Listening, attention & understanding			
	<ul style="list-style-type: none"> Listen and follow directions and look at someone when they are speaking. Understand and respond to prepositions when following instructions. Ask and respond to 'why' questions. Follow stories read to them and talk about the pictures in the book. 	<ul style="list-style-type: none"> Understand listening is important. Listen to and follow simple instructions (provided they are not over-engaged in their own choice of activity). Listen to stories with increased attention and recall. Ask and respond to 'why' questions. Show interest in the lives of other people or events (by being attentive, asking questions or responding). Listen to one-another in one to one or small groups. Show interest in non-fiction books (by selecting them independently, being attentive, asking questions or responding). 	<ul style="list-style-type: none"> Know they need to be quiet and concentrate when listening. Maintain attention, concentrate and sit quietly during appropriate activities. Listen to a whole story from beginning to end. Respond to instructions involving a 2-part sequence. Listen and respond to ideas expressed by others in conversation and discussion. Remember key points from a story without needing prompts. Show specific interest in a non-fiction book linked to a topic or theme. 	<ul style="list-style-type: none"> 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking			
<ul style="list-style-type: none"> Know some favourite rhymes. Talk about familiar books. Be able to talk about a story/anecdote/experience. Begin to use sentences with 4 to 6 words. Begin a conversation with an adult or friend and continue it in turns. 	<ul style="list-style-type: none"> Expand vocabulary to use new words from the topic or theme. Continue to use new vocabulary when the topic or theme ends. Ask questions to support their own understanding. Retell a simple past event in the correct order. Use talk to connect ideas – recalling what has happened and anticipating what might happen next, recalling and reliving past experiences. Use talk to pretend in play (for example, that objects stand for something else...this ruler is my sword etc). 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Ask questions to learn more about an event or a task. Use complete sentences more regularly. Use language to explore imaginary events, storylines and themes. Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention. Use talk to organise, sequence and clarify thinking, feelings and ideas. 	<ul style="list-style-type: none"> Participate in small group, class and 1:1 discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things may happen, making use of recently introduced vocabulary. 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 an adult. 	

Physical Development	Gross Motor Skills			
	<ul style="list-style-type: none"> Skip, hop, stand on one leg and stand on one foot momentarily. Balance and ride a trike or scooter. Go up steps or stairs using alternating feet. Respond to music, showing appropriate movement and rhythm. 	<ul style="list-style-type: none"> Show increased control when linking movements together. Know that it is good to be active and sometimes getting out of breath. Move freely with confidence in a range of ways. Mount stairs, steps or climbing equipment using alternating steps. Walk downstairs, two feet to each step. Stand on one leg and hold a position for a few seconds. Run skilfully while negotiating space successfully, adjusting speed and direction as needed. 	<ul style="list-style-type: none"> Start to experiment with different types of movements. Recognise how they can refine a range of physical actions, such as rolling, running, skipping etc Jump off objects safely and carefully. Negotiate space carefully. Travel with confidence and skill when moving around, under, over and through various equipment. Show increasing control when throwing, catching and kicking a ball. 	<ul style="list-style-type: none"> 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.
	Fine Motor Skills			
	<ul style="list-style-type: none"> Pick up tin objects using pincer grasp. Make simple models using small pieces such as Lego. Make small cuts in paper with scissors. Use a comfortable grip with good control when holding pens, pencils and paint brushes. Begin to show a preference for a dominant hand. 	<ul style="list-style-type: none"> Draw lines and circles using gross motor movements. Use one-handed tools and equipment eg. Child scissors. Hold pencils between thumb and two fingers instead of whole hand. Begin to hold pencil correctly and show good control. Copy some letters, especially letters from own name. 	<ul style="list-style-type: none"> Handle tools, objects, construction and malleable materials safely and with increasing control. Show a reference for a dominant hand. Begin to show anti-clockwise movements and retrace vertical lines. Begin to form recognisable letters. Use a pencil and hold it effectively to form recognisable letters, especially in own name. 	<ul style="list-style-type: none"> 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.
Personal, Social & Emotional Development	Self-Regulation			
PSED (cont.)	<ul style="list-style-type: none"> Select and use activities and resources with help. Enjoy the responsibility of carrying out small tasks. Be confident when talking to other children when playing and communicating freely about their own home and community. Be gradually more outgoing towards unfamiliar people and develop increasing confidence in newer social situations. Show increasing confidence in asking adults for help. Welcome and value praise for what they have done. 	<ul style="list-style-type: none"> Describe themselves in positive terms and talk about their own abilities. Be confident to speak to others about needs, wants, interests and opinions. Begin to express their feelings and consider the feelings of others. Know when they are upset about a situation and can explain why. Choose their own equipment that is necessary to complete a task. Show enthusiasm and excitement when anticipating and engaging in certain activities. 	<ul style="list-style-type: none"> Recognise themselves as a valuable individual. Willingly express their feelings and know when they have been kind and considerate. Moderate their feelings when they are upset (in appropriate circumstances). Be confident to try new activities. Say why they like some activities more than others. Be confident to speak in a familiar group. Be happy to talk about their own ideas. Choose the resources they need for a given activity. Say when they do and do not need help. 	<ul style="list-style-type: none"> 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 an activity. Show an ability to follow instructions involving several ideas or actions.

	Managing Self			
<ul style="list-style-type: none"> • Be aware of own feelings, and know that some actions or words can hurt the feelings of others. • Begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others. • Usually tolerate delay when their needs are not immediately met. • Understand that their wishes may not always be met. • Usually adapt their behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Show that they can stick with an activity, even if it is challenging. • Select and use activities and resources with increasing independence. • Enjoy the responsibility of carrying out small tasks. • Be outgoing towards unfamiliar people and be more confident in newer social situations. • Show confidence in asking adults for help. 	<ul style="list-style-type: none"> • Be able to talk about a challenging task and be prepared to have a go. • Welcome and value praise and be able understand the link between this and what they have done. • Understand that there are rules to keep everyone safe and happy. • Have awareness of keeping teeth clean and not eating too many sweets. 	<ul style="list-style-type: none"> • 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. 	
	Building Relationships			
<ul style="list-style-type: none"> • Play in a group. Extend and elaborate play ideas. • Initiate play ideas and offer opportunities for others to join in. • Keep play going by realising to what others are saying. • Demonstrate friendly behaviour: initiate conversations and form good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Learn to listen to one another and show respect when doing so. • Initiate conversations. Attend to and take account of what others' say. • Explain own knowledge and understanding. Ask appropriate questions of others. • Take steps to resolve conflicts with others. Attempt to find compromise. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Play cooperatively with others; take account of their ideas. • Be happy to listen to others' organisational ideas. • Show sensitivity to others' feelings. • Form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to own needs and needs of others. 	
Literacy Development	Word Reading- need to add Little Wandle progression			
	Comprehension – need to add Little Wandle progression			
	Writing			
<ul style="list-style-type: none"> • Tell an adult what they have drawn or painted. • Recognise a capital letter at the start of their name. • Identify sounds from own name in other words. • Ascribe meaning to other marks, like on signage. • Start to write identifiable shapes and letters. • Draw lines and circles in the air, on the floor or on large sheets of paper. • Use tools for mark-making with control. • Grip using five fingers or preferably 2 fingers and a thumb for control. • Copy shapes, letters and pictures. 	<ul style="list-style-type: none"> • Begin to form lowercase and capital letters correctly. • Write identifiable letters and shapes with more confidence. • Segment and blend the sounds in simple words. • Spell words by identifying the sounds and then writing the sounds with letters. • Talk about sentences and start to orally compose short sentences. • Start to use capital letters for names. • Think of short ideas to be scribed by an adult (e.g a label for a picture, items for an important list). 	<ul style="list-style-type: none"> • Use phonetic knowledge to write words in ways which match their spoken sounds. • Write some common tricky words. • Write simple sentences which they can read themselves (and sometimes by others). • Spell small, familiar words correctly and make phonetically plausible attempts at more complex words. • Re-read their own writing to check it makes sense. • Think of phrases to be scribed by an adult (e.g a descriptive phrase about a character, an instruction or a descriptive label to show how something works). 	<ul style="list-style-type: none"> • 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. • Use finger spaces, full stops and capital letters. • Think of ideas for short stories and poems which can be scribed by an adult. Begin to orally compose phrases in a way that exemplifies correspondence between spoken and written word. 	

Mathematics	Number & Numerical Patterns			
	<ul style="list-style-type: none"> Use number names to 10 and sometimes counting accurately. Represent numbers using marks, fingers or digits. Recognise when 2 small groups have the same number of objects. Identify numerals in the environment. 	<ul style="list-style-type: none"> Begin to familiarise themselves with the tens structure of the number system. Count objects by saying one number name for each item. Count objects to 10. Begin to count beyond 10. Count out up to 6 objects from a larger group. Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Recognise some numerals of personal significance. Link the numeral with its value. 	<ul style="list-style-type: none"> Show a number of fingers together without counting. Begin to use 'teens' to count beyond 10. Count an irregular arrangement of up to 10 objects. Find one more or one fewer from a group of up to 5 objects and then up to 10. Estimate how many objects they can see and then check by counting. Use the language of 'more' and 'fewer' to compare 2 sets of objects. Understand the 'story' of each number to 5 and then to 10. Find the total number of objects in 2 groups by counting all of them. Begin to use the vocabulary involved in adding and subtracting, including counting on and back. Automatically recall addition number bonds for every number 0 to 10 (e.g bonds of 3, bonds of 4, bonds of 5 etc). 	<ul style="list-style-type: none"> Have a deep understanding of all the numbers to 10, including the composition of each number. Subtilise (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 to 10, including double facts. 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 equal to another quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Space, Shape & Measure*				
	<ul style="list-style-type: none"> Talk about the routine of the day and use language like 'before' and 'after'. Use comparative language like 'taller', 'shorter' and 'the same'. Start to identify shapes in the environment. Start to find appropriate shapes for certain tasks. Ask questions about their observations of similarities and differences. Start to make more meaningful pictures, patterns and arrangements with shapes. 	<ul style="list-style-type: none"> Talk about the routine of the day and use language like 'before' and 'after'. Use comparative language like 'taller', 'shorter' and 'the same'. Be more confident in the identification of shapes in the environment. Recognise certain shapes which are useful for certain tasks. Make more meaningful pictures, patterns and arrangements with shapes. 	<ul style="list-style-type: none"> Begin to experiment with length, height and capacity Begin to compare length, weight and capacity Identify money and use money in play. Recall the names of some 2D and 3D shapes. Order and sort according to simple properties. Use the language of direction when programming toys. 	<ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money. Create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Use money with increasing confidence.
Understanding the World	Past & Present			
	<ul style="list-style-type: none"> Begin to have an understanding of terms like 'yesterday', 'last week', 'last year' and 'tomorrow'. Appreciate that they may be older or younger than others (e.g siblings) Appreciate that certain artefacts and resources are old and have been used before. 	<ul style="list-style-type: none"> Remember and talk about significant events in their own experiences e.g birthdays Know and understand that their grandparents are older than their parents. Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago' Begin to understand that some familiar stories were set in a time before they were born. 	<ul style="list-style-type: none"> Recognise and describe special times or events for family and friends e.g Eid, christening etc Begin to compare and contrast characters in stories about the past Understand that people celebrated events such as Eid and Christmas before they were born. Use appropriate language to describe the past such as 'in the past' 	<ul style="list-style-type: none"> 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.

	People, Culture & Communities			
<ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experience • Recognise and describe special times or events for family or friends • Start to show an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> • Show increased interest in the lives of people who are familiar to them. • Begin to understand that not all people celebrate the same things as them • Have a greater understanding about why certain events are celebrated • Talk about people who are helpful to them, both from within and outside their family. 	<ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries. • Recognise that people have different beliefs and celebrate special times in different ways • Show an interest in different occupations and ways of life • Talk about members of their family and immediate community • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • 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 maps. 	
The Natural World				
<ul style="list-style-type: none"> • Ask questions about aspects of their familiar world such as the place where they live or the natural world • Talk about some of the things they have observed such as plants, animals, natural and found objects • Talk about why things happen and how things work • Start to develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Have greater awareness of seasonal change • Ask questions about aspects of their familiar world such as the place where they live or the natural world • Ask questions about some of the things they have observed such as plants and animals. 	<ul style="list-style-type: none"> • Talk about why things happen and how things work • Understand more about growth, decay and changes over time. • Identify features of living things such as animals with legs or those with wings • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments which are different to the one in which they live • Understand the effect of changing seasons on the world around them. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and the 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. 	
Expressive Arts & Design	Creating with Materials			
<ul style="list-style-type: none"> • Explore colour and how colour can be changed. • Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. • Show interest in and describe the texture of things • Use various construction materials • Begin to construct stacking blocks vertical and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. 	<ul style="list-style-type: none"> • Realise that tools can be used for a purpose • Use simple tools and techniques competently and appropriately • Select appropriate brush for a given purpose • Explore what happens when they use colours • Experiment with different textures. 	<ul style="list-style-type: none"> • Safely use and explore a variety of tools and techniques • Experiment with colour, design, texture, form and function. • Select tools and use techniques needed to shape, assemble and join materials they are using • Understand that different media can be combined to create new effects. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	

	<p>Being Imaginative & Expressive</p>			
	<ul style="list-style-type: none"> • Develop preferences for forms of expression; • Use movement to express feelings; • Create movement in response to music; • Sing to self and make up simple songs; • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there; • Engage in imaginative role-play based on first-hand experiences; • Build stories around toys, e.g. fire fighters rescuing trapped people;\Use available resources to create props to support role-play. 	<ul style="list-style-type: none"> • Enjoy joining in with dancing and singing games; • Sing a few familiar songs; • Begin to move rhythmically; • Imitate movement in response to music; • Tap out simple repeated rhythms; • Explore and learn how sounds can be changed. 	<ul style="list-style-type: none"> • Explore and learn how sounds can be changed; • Sing songs , making music and experimenting with ways of changing them; • Begin to build a repertoire of songs and dances; • Explore the different sounds of instruments; • Initiate new combinations of movement and gesture in order to express and respond to feelings ideas and experiences. 	<ul style="list-style-type: none"> • 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.

Common Play Behaviours

In addition to the milestones above, we also ensure progression in our EYFS provision by thinking carefully about the play resources which are available to children; whether these match their stage of development and give plenty of scope for challenge.

Small World Area

Behaviour	Imitates and represents objects as another	Represents an environment	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Represents a range of resources as chosen objects Able to find a resource for a given purpose to fit in with their narrative 	<ul style="list-style-type: none"> Create an environment that they have created/imagined Children design and imagine their own story setting 	<ul style="list-style-type: none"> Uses story language and story features to create a narrative of their own 	<ul style="list-style-type: none"> Able to intertwine their own experiences with the experiences of others Creates shared narratives 	Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)
Developing Skill	<ul style="list-style-type: none"> Represents objects as different objects Explains what they are (e.g.:- This is my car) Talks expressively about the object they have represented as something else 	<ul style="list-style-type: none"> Represent/create environments from stories 	<ul style="list-style-type: none"> Uses some story language in their play - familiar lines from stories, familiar story themes 	<ul style="list-style-type: none"> Articulates thoughts and feelings through narrative 	Characters from familiar stories Doll's house and house furniture Mini me character photos Animals
Emerging Skill	<ul style="list-style-type: none"> Imitates sounds (e.g.:- Vehicles and animals) Represents objects as what they are 	<ul style="list-style-type: none"> Represent an environment that they are familiar with 	<ul style="list-style-type: none"> Explains their actions in small world play (e.g.:- Pretend the man is walking) 	<ul style="list-style-type: none"> Reacts their experiences through a narrative 	Artificial grass Coloured fabric Cars, vehicles Figures from stories/ TV/ movies Fairy-tale characters Animals

Construction Area

Behaviour	Creates a structure	Special awareness	Constructs with a purpose in mind	Resources to facilitate CPB
Extended skill	<ul style="list-style-type: none"> Combines resources to create a structure Builds more elaborate structures. Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure Ensures model is stable 	<ul style="list-style-type: none"> Build a house/model with different rooms or different parts Uses smaller blocks/ construction tools to create intricate structures 	<ul style="list-style-type: none"> Change, adapt and modify model to serve a purpose Combine construction resources to create model Creates a design before they construct 	Small blocks Kapla Meccano Nuts and bolts Handles Wheels and axels Knex Squared paper/design sheets
Developing Skill	<ul style="list-style-type: none"> Uses resources to construct buildings Positions resources both vertically and horizontally 	<ul style="list-style-type: none"> Connects buildings and structures (e.g.:- Putting a road between buildings). Select the appropriate sized blocks/construction resources for their chosen purpose. Select the appropriate sized blocks/construction resources for chosen workspace. <ul style="list-style-type: none"> Understands safety elements (e.g.:- If tower is taller than themselves then it might hurt them if it falls) 	<ul style="list-style-type: none"> Knows what they want to build when they begin to construct Plans what they will use 	Lego Mobilo Small blocks Large Blocks Coloured blocks Kapla Squared paper
Emerging Skill	<ul style="list-style-type: none"> Uses resources to build towers. Builds vertical models 	<ul style="list-style-type: none"> Constructs in a large space with large blocks Constructs in a small space with small blocks 	<ul style="list-style-type: none"> Has an idea about what they will build before they begin Selects resources they need as they go 	Duplo Stickle bricks Mobilo Small block Large blocks

Role Play Area

Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Expresses a range of emotions through role play Responds to scenarios in role play with empathy 	<ul style="list-style-type: none"> Plays as different roles. Uses different voices and expressions Takes on a range of roles confidently 	<ul style="list-style-type: none"> Uses story language and story features to create a narrative of their own Creates shared narratives 	<ul style="list-style-type: none"> Able to intertwine their own experiences with the experiences of others 	Material, scarves, cloaks Hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with)
Developing Skill	<ul style="list-style-type: none"> Expresses some emotions through role play Shows an awareness of the feelings of other 'characters' feelings in joint role play 	<ul style="list-style-type: none"> Dresses in different outfits to become different characters Uses props to develop their chosen character role Acts out both familiar and imaginative scenarios 	<ul style="list-style-type: none"> Uses some story language in their play - familiar lines from stories, familiar story themes Describes what they are doing in their role play 	<ul style="list-style-type: none"> Articulates thoughts and feelings through narrative 	Till and coins Selection of play food Household objects Role play outfits Begin to introduce more open-ended resources Babies and baby clothes
Emerging Skill	<ul style="list-style-type: none"> Laughs and smiles in role. Pretends to cry in role 	<ul style="list-style-type: none"> Plays in role as themselves in situations that are within their experience Acts out common scenarios 	<ul style="list-style-type: none"> Talks about and explains their actions in role play 	<ul style="list-style-type: none"> Reacts their experiences through a narrative 	Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.

Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape 	<ul style="list-style-type: none"> • Chooses tools to create a desired shape, size, texture 	<ul style="list-style-type: none"> • Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/ clay 	<ul style="list-style-type: none"> • Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail 	Modelling clay Clay and clay tools Clay boards Water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.
Developing Skill	<ul style="list-style-type: none"> • Uses rolling pin to flatten dough/ clay with some necessary pressure 	<ul style="list-style-type: none"> • Explores the way tools create different textures 	<ul style="list-style-type: none"> • Uses cutters to cut out shapes in dough/ clay • Uses tools to cut away excess dough 	<ul style="list-style-type: none"> • Smooths dough with hands/ fingers to shape it • Roll's dough in hands to shape it 	Extruders with patterned ends Plastic knives Metal trays and tins in different sizes Introduce tougher malleable materials like clay
Emerging Skill	<ul style="list-style-type: none"> • Uses rolling pin to roll dough/ clay 	<ul style="list-style-type: none"> • Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist and stretch dough/ clay 	<ul style="list-style-type: none"> • Tears dough/ clay with fingers • Splits up dough using hands 	<ul style="list-style-type: none"> • Squashes dough with hands and fingers to shape it 	Play Dough Muffin tins Metal trays Cookie cutters Rolling pins Dough stampers Bowls and dishes

Design Area/Creative

Behaviour	Cutting	Fixing/Joining	Stick/ Collage	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card 	<ul style="list-style-type: none"> • Plans how they will fasten things together • Checks that fastening is secure • Selects media to achieve desired effect 	<ul style="list-style-type: none"> • Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is 	Scissors, hole punch, cello tape, masking tape, stapler Paper clips, Treasury tags Glue/ PVA glue Range of paper/card Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons Support using glue gun
Developing Skill	<ul style="list-style-type: none"> • Some control over scissors to cut materials • Holds scissors correctly 	<ul style="list-style-type: none"> • Fastens paper and card together with success • Beginning to explore techniques to join thicker materials 	<ul style="list-style-type: none"> • Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures 	Scissors, cello tape, masking tape Large and small boxes Thick and thin card Paper, tissue paper, crepe paper Bottles, tubes PVA glue Glue sticks Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons
Emerging Skill	<ul style="list-style-type: none"> • Uses scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape • Begins to make snips in paper 	<ul style="list-style-type: none"> • Explores fastening resources together using available resources 	<ul style="list-style-type: none"> • Uses glue to attempt to stick but may not be secure • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card 	Masking tape, PVA glue Card Paper, tissue paper, crepe paper Boxes, tubes Lollipop sticks, match sticks, pom poms, Feathers, sequins, beads, buttons

Painting Area

Behaviour	Mixing	Printing	Mark Making/ Painting	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Experiments with different tones and shades Makes choices about what colours they will mix Mixes an intended colour for an intended purpose 	<ul style="list-style-type: none"> Prints to create patterns and pictures Prints with a range of colours. Carefully plans where they will print and what they will print 	<ul style="list-style-type: none"> Express their thoughts and ideas with paint Observes objects on display when painting and responding with paint Uses a range of movements and brush strokes to paint 	Mixing cards Paint sample cards Different sized paint brushes Range of paper Choice of working horizontally or vertically (easel or table top) Artwork examples from artists
Developing Skill	<ul style="list-style-type: none"> Uses primary colours to mix secondary colours Explores the properties of colours as they mix Mixes colour for a desired purpose 	<ul style="list-style-type: none"> Paints onto chosen printing tool before printing Takes time when printing 	<ul style="list-style-type: none"> Uses horizontal and vertical brush strokes to paint Paints a desired picture Gives meaning to the marks that they make 	Different sized paint brushes Powder paint Poster paint Mixing cards Water Palettes Range of paper
Emerging Skill	<ul style="list-style-type: none"> Experiments with colour mixing but with no intention to mix a certain colour 	<ul style="list-style-type: none"> Explores printing with different objects Prints randomly on paper using printing tools 	<ul style="list-style-type: none"> Covers the paper in paint Paints in random directions 	Paint brushes Poster paint Water Palettes Printing tools

Sand Area

Behaviour	Dig	Mould	Sieve	Bury/ Enclose	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Selects the most appropriate scoop/ spade for digging Digs with control Digs for a desired purpose 	<ul style="list-style-type: none"> Uses a range of containers/ moulds to create intricate sand creations Uses spades/ scoops/ buckets to make sand into desired shapes 	<ul style="list-style-type: none"> Sieves sand for a desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects 	<ul style="list-style-type: none"> Buries and covers up resources Pats sand down to cover up resources Uses spades/ scoops to bury objects 	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes
Developing Skill	<ul style="list-style-type: none"> Scoops sand up using scoop/ spade Moves sand from A to B using a spade Loses little sand off the spade Able to dig a hole or space in sand 	<ul style="list-style-type: none"> Free play with hands - makes shapes, heaps and tunnels Fills moulds and shapes and turns over to make shape Recognises that damp sand holds shape 	<ul style="list-style-type: none"> Recognises that dry sand falls freely through fingers/ sieve 	<ul style="list-style-type: none"> Free play with hands. Uses hands to cover up objects 	Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short-handled scoops/ spades
Emerging Skill	<ul style="list-style-type: none"> Explores moving sand using spade/ scoops Digs using hands Lifts sand in hands and places back down 	<ul style="list-style-type: none"> Makes impressions using hands, fingers, knees, arms Fills containers/ buckets with sand Pats down sand to make it smooth 	<ul style="list-style-type: none"> Sifts sand through fingers. Explores and observes the way sand moves through sieve 	<ul style="list-style-type: none"> Covers their hands and fingers in sand 	Different shaped moulds Buckets Spades, scoops - long and short handled Sieves

Water Area

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Pours an amount of water into a chosen container • Pours with increased accuracy with less spilling 	<ul style="list-style-type: none"> • Fills a container to their intended point of fill • Starting to read scales when filling 	<ul style="list-style-type: none"> • Spills little or no water when transporting • Does not fill the container to the top - shows an awareness of how much they can carry without spilling • Plans and uses the most effective ways to transport water to avoid spillages 	<ul style="list-style-type: none"> • Understands what will happen to the water when they mix it • Loses little or no water when mixing 	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters
Developing Skill	<ul style="list-style-type: none"> • Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any 	<ul style="list-style-type: none"> • Fills containers with increasing control. • Fills containers with a desired amount 	<ul style="list-style-type: none"> • Carefully carries water from A to B but spills a little • Explores using a range of resources and techniques to transfer water for example pipets 	<ul style="list-style-type: none"> • Mixes slowly as not to spill • Increased control when mixing • Mixes with a goal in mind for example to make potions 	Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels Transparent containers Whisks
Emerging Skill	<ul style="list-style-type: none"> • Tips to pour quickly • Drops objects into the water • Observes as they pour water from container to container • Observes the way water moves 	<ul style="list-style-type: none"> • Fills containers until they overflow • Randomly fills different containers 	<ul style="list-style-type: none"> • Carries water from A to B but spills large amounts of water along the way • Explores the way water moves and is transported • Tries to catch water as it is transported 	<ul style="list-style-type: none"> • Explores the way water moves as they mix and stir it • Spills some water when mixing 	Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel

Funky Fingers

Behaviour	Posting (hand eye co-ordination)	Squeezing	Threading	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> • Small pegs onto peg boards • Small matchsticks into small holes • Balancing marbles on golf tees 	<ul style="list-style-type: none"> • Tweezers to pick up small objects • Tongs to pick up small objects • Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape) 	<ul style="list-style-type: none"> • Threading smaller beads (pony beads) onto string or onto pasta stuck into dough) • Threading beads onto pipe cleaners to make bracelets • Weaving ribbon • Hanging objects onto trees/twigs • Threading nuts and bolts 	Pegs Pegboards Marbles Golf tees Tweezers Tongs Beads Pasta Ribbon Nuts and bolts
Developing Skill	<ul style="list-style-type: none"> • Large pegs on pegboards • Scoops/spoons to put objects into containers • Balancing small balls on golf tees 	<ul style="list-style-type: none"> • Pipettes to squeeze out one drop of liquid • Sponges to squeeze out water • Pegs onto cardboard shapes/pieces of ribbon 	<ul style="list-style-type: none"> • Threading pasta onto string • Threading pipe cleaners into colanders/plant pots/air flow balls • Thread cut up straws onto pipe cleaners • Thread leaves onto sticks 	Large pegs Scoops and spoons Small balls Pipettes Sponges Pegs Pasta Pipe cleaners straws
Emerging Skill	<ul style="list-style-type: none"> • Putting coins/cards in a container with a slit • Use of hands to post items into containers 	<ul style="list-style-type: none"> • Popping bubble wrap • Moulding dough into different shapes • Washing up liquid bottles to empty liquid out 	<ul style="list-style-type: none"> • Threading chunky beads onto pipe cleaners • Threading tubing (cut up toilet rolls/ kitchen rolls) onto string 	Coins Posting boxes Bubble wrap Dough Chunky beads Pipe cleaners

Gross Motor

Behaviour	Body Movement	Climbing	Balance and Coordination	Resources to facilitate play
Extended skill	<ul style="list-style-type: none"> Roll with control, confidence and precision Walk for longer periods and aware of space Jump on 2 feet with control, confidence and for longer periods Jump and turn 180 Begin to jump with a rope Can run avoiding obstacles, with greater control, adjust and stop speed Confidently throw a ball with accuracy to another person Confidently catch a ball from another person Can queue in a line being aware of others' space Experiments and chooses ways to move through and on apparatus 	<ul style="list-style-type: none"> Crawl with control, confidence and precision Climb on apparatus with control, confidence and precision Confidently climbs up steps using alternate feet 	<ul style="list-style-type: none"> Hop with greater balance, control and for longer periods Skip with greater balance, coordination and for longer periods Confidently ride a scooter Confidently ride a tricycle and bike with or without stabilisers Make up own simple dance routine or sequence Hit a ball with a bat with greater accuracy 	<p>Scooters , Bicycles, stabilizers, balance bikes</p> <p>Helmets , Tunnels</p> <p>Dens, tents , Large boxes</p> <p>Crates , Tyres , Balance beams</p> <p>Stilts , Stepping stones</p> <p>Logs Climbing equipment/frame</p> <p>Large building blocks , Bats , Balls</p> <p>Quoits , Scarves, flags, streamers</p> <p>Hoops , Skittles</p> <p>Parachute , Soft play equipment slopes hills steps</p>
Developing Skill	<ul style="list-style-type: none"> Throw a ball with increasing accuracy • Roll a ball with increasing accuracy • Catch a ball with increasing accuracy Jump across stepping stones Collaborate with others to manage moving large items such as planks safely Wave flags or streamers with greater control 	<ul style="list-style-type: none"> Crawl with increasing control and confidence Climb on apparatus with increasing control and confidence Climb up steps using alternate feet with increasing accuracy and confidence 	<ul style="list-style-type: none"> Able to use and remember sequences and patterns of movements relating to music and rhythm Begin to hit a ball with a bat Ride a scooter or a tricycle with increasing control Skip with increasing control Hop with increasing control Stand on one leg for a longer period 	<p>Scooters</p> <p>Tricycles</p> <p>Bicycles, stabilizers, balance bikes</p> <p>Helmets , Tunnels , Dens, tents</p> <p>Large boxes , Crates, Tyres</p> <p>Balance beams, Stilts, Stepping stones</p> <p>Logs Climbing equipment/frame</p> <p>Large building blocks , Bats , Balls</p>
Emerging Skill	<ul style="list-style-type: none"> Throw a ball Roll a ball Begin to catch a ball Jump on and off a small step 	<ul style="list-style-type: none"> Begin to climb up steps, or apparatus using alternate feet 	<ul style="list-style-type: none"> Ride a scooter or a tricycle with some assistance Make attempts to skip and hop Begin to stand on one leg Can copy sequences and patterns of movements relating to music and rhythm 	<p>Scooters</p> <p>Tricycles</p> <p>Bicycles, stabilizers, balance bikes</p> <p>Helmets, Tunnels , Dens, tents</p> <p>Large boxes , Crates, Tyres</p> <p>Balance beams, Stilts</p> <p>Stepping stones, Logs Climbing equipment/frame</p> <p>Large building blocks</p> <p>Bats, Balls, Quoits</p>

EYFS Long Term Project Overview

		Half Term 1	Half Term 2
AUTUMN	Theme	Marvellous Me	Family & Festivals
	Key knowledge areas	Animals including humans Seasons: Autumn (September, October, November) Family Personal timeline Route to school Mixing and shading with paint Harvest	Features of our local area Light and shadows Remembrance Day Diwali Advent & Christmas
SPRING	Theme	Kings, Queens & Fairy Tales	Wheels, Wings & Water
	Key knowledge areas	UK and famous London landmarks Royal family and Prime Minister Fairy tale traditions and how they can be challenged Chinese New Year Shrove Tuesday Seasons: Winter (December, January, February) K	Seasons: Spring (March, April, May) Types of transport Changes in transport over time Steam engine Road signs and road safety Forces Materials Holi Easter Mothering Sunday
SUMMER	Theme	Fantastic Farms	Dinosaurs and the Earth
	Key knowledge areas	Different types of farm and machinery where food comes from and journey from farm to fork UK fruit and vegetables Food we get from other countries and why Life cycles	Seasons: Summer (June, July, August) Types of dinosaur What Earth was like when the dinosaurs were alive Extinction and protecting the environment Materials and recycling

Medium Term Overview (knowledge-led activities and experiences)

When we create our weekly short-term planning, we base our adult-led activities and enabling interactions/environment on a combination of the milestones (in the table at the top of this document and the substantive knowledge in the table below).

Autumn 1: Marvellous Me

Key Texts:



Area	We are supporting children to meet the milestones and to be able to...
C&L	
PD	<ul style="list-style-type: none"> Know about spacial awareness and its the ability to be aware of oneself in a space (proprioception) Know about coordination and that it is the ability to use different parts of the body together smoothly and efficiently
PSED	<ul style="list-style-type: none"> Know that when we play with our friends we should share resources by taking turns. Know that it's good to listen to each other and this helps us to form good relationships with friends and adults. Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them (sharing, class charter, being kind). Know that in play you need to develop the confidence to talk to others. Know that it's okay to ask for help.
L	
M	
UTW	<p>Seasons: Autumn</p> <ul style="list-style-type: none"> Know that the months of Sept, Oct and Nov are in the season of Autumn. Autumn is one of the four seasons which comes after summer and before winter. Know that, in Autumn, the temperature cools down and the hours of daylight get shorter so it is darker earlier than in Summer. Know that many trees shed their leaves in Autumn and that the leaves change colour from green to brown. Know that some trees don't lose their leaves at all as they keep them all year. Know that animals like squirrels begin to store food including nuts for Winter by burying them in the ground. Know that many animals hibernate during Autumn and Winter including hedgehogs. Know that hibernate means to sleep through a long period of time. Know that a hedgehog has four legs, claws, a snout and spines on its back. Know how to label the parts of a hedgehog on a diagram. Know that hedgehogs are nocturnal animals and are awake at night time but sleep during the day. Know that hedgehogs eat insects, snails, frogs and mushrooms. Read 'Wide-Awake Hedgehog' by Rosie Wellesley and 'The Tale of Mrs. Tiggy Winkle' by Beatrix Potter Name the different parts of the leaf – vein, tip and blade. Know how to look through a magnifying glass to look closely at leaves. <p>Our school and my route to school</p>

- Know where I live, name of street and door number
- Know what I see on my way to school and able to talk about it
- Know some directional language when talking about my route to school including **left, right, forwards, straight, backwards**

My past, present, future

- Know and be able to list a broad range of different family structures (see language guide in equalities policy), including two mums or 2 dads , single parent families, blended families, adopted families.
- Know that relationships (e.g father vs step father) are defined by the people themselves and not by any other rules, genetics or marriage (e.g a child may consider a person to be their father, even if in legal/genetic terms they are a step father).
- Know who my family members are from the past and present and be able to talk about them by looking at photographs Know that the future is time to come
- Know about past and present events in their own lives and the lives of family members

Families - parents, grandparents and beyond

- Know about members of their family in regard to **brother, sister, son, daughter, father (dad/daddy), mother (mum/mummy), grandmother (grandma), grandfather (grandad), aunt (auntie), uncle, cousin, niece and nephew** Know who their parents are and be able to talk about them
- Know who their **grandparents** are and are able to talk about them.
- Know about the similarities they have between them and their friends in relation to religion, family , appearance, communities, traditions and interests and are able to talk about them confidently
- Know about how they are different to their friends in relation to religion, family, appearance, communities, traditions and nterests and are able to talk about them confidently.

All about me

- Know the parts of the body including **head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin.**
- Know the following facial features - **face, nose, ears, forehead, eyes, cheeks, chin, mouth.**
- Know the following internal organs - **brain** (where we think), **lungs** (fill up with air when we breath), **heart** (pumps blood around our bodies).
- Know that blood flows around our bodies. When we cut our skin blood may come out but it soon stops as the blood becomes sticky and then stops other blood from escaping.
- Know the five **senses - touch, taste, smell, sight, hearing.**
- Know that senses are the way we learn about the world.
- Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is **deaf** or **blind**. Know that they might be born this way or that this might happen as a result of being injured in some way.
- Understand that **disability** is not a deficit and that society can be disabling.

EAD

Painting

- Know the following colours – red, orange, yellow, gree, blue, red, purple, black, white, pink, grey.
- Know the 3 primary colours – red, blue, yellow
- Know that many colours can be made by mixing the 3 primary colours.
- Know that red + yellow = orange, blue + yellow = green, red+ blue = purple, white + black = grey, white + red = pink
- Know how to make a light or dark shade of a colour using black or white.

Music

- Learn the following simple songs and rhymes and perform them to the rest of the class, school or for SeeSaw:
 - Pat-a-cake
 - 1,23,4,5 once I caught a fish alive
 - This old man
 - Five Little Ducks
 - I like to eat apples and bananas
 - Things for fingers
- Think about different ways to play one instrument (eg. Hitting, scraping, shaking). Create rhythmic patterns (eg: hit hit scrape and work together to use pictures to represent the patterns that have been created – e.g a waves line for a scrape and a dot for a tap).

Autumn 2: Family & Festivals

Key Texts:



Key Vocabulary:

Area	We are supporting children to meet the milestones and to be able to...
C&L	
PD	<ul style="list-style-type: none"> • Know how to work as part of a team. • Know how to take turns and follow game rules • Know how to run, roll, balance, jog, jump, hop, gallop, skip.
PSED	<ul style="list-style-type: none"> • Know that when we play with our friends we should share resources by taking turns. • Know that it's good to listen to each other and this helps us to form good relationships with friends and adults. • Know about the boundaries and behavioural expectations in the setting and what we need to do to follow them (sharing, class charter, being kind). • Know that in play you need to develop the confidence to talk to others. • Know that it's okay to ask for help.
L	
M	
UTW	<p><u>Describing places in our local area</u></p> <ul style="list-style-type: none"> • Know some key features of our local area: farms, crops, Savernake Forest, The Canal, King Alfred Statue (Pewsey), Easton Clump, Pewsey Vale white horse, Salisbury Plain and the military connection. • Know village, town and city. • Know different types of house – detached, high-rise, terraced, semi-detached. Know which types we have in our local area. • Know that we live in the country of England • Know that Easton Royal, Milton Lilbourne, Burbage, Pewsey (add known villages where children live) are villages and Marlborough and Swindon are towns in the South West of England. • Know that a map is a drawing of an area from above (as if a bird was flying over and looking down - this is known as a bird's eye view) <p><u>Light and shadows</u></p> <ul style="list-style-type: none"> • Know that light enables us to see • Know that darkness is the absence of light • Know that the following are natural sources of light - Sun, Fire, Lightning • Know that the following are man-made sources of light - Lightbulb, television screen

- Know that a **source** is where the light begins or comes from.
- **Electricity** is used to power man-made light sources. The electricity is created in a **power station** and carried in **wires** to our houses.
- Electricity can be stored in **batteries** to be used in a **torch**
- A long time ago people used **candles** to light their homes.
- Know that the **sun** is a ball of fire in the sky and provides us with our daylight and our heat.
- The sun's light shines on the **moon** and makes it look as if it is shining. The moon is not a source of light. Know that light travels in a straight line (demonstrate with a **torch**)
- Know that a **shadow** occurs when the light is blocked.
- Know how to make different shadows with your hand in torchlight.
- Know who Guy Fawkes was and why we celebrate Bonfire Night on 5th November (see below in Festivals section) Know why

Diwali

- Know that a religion refers to what people believe about God.
- Know that religion teaches you a set of rules to live by, such as being kind to others, telling the truth, or praying.
- Know that many religions have different traditions, like attending church or temple, celebrating religious holidays, or wearing specific clothes.
- Know that Hindus follow a religion called Hinduism.
- Know that most people who are Hindus live in a country called India and find India on a map.
- Know that Diwali is the **Hindu festival of lights**.
- Know that Hindus celebrate the story of **Rama and Sita** and the **goddess Lakshmi** (the goddess of **wealth**) Read Rama and Sita: The Story of Diwali by Malachy Doyle
- Know that people celebrate by **spring cleaning**, decorating the house with lights, wearing new clothes, exchanging presents, eating special food and having a firework display.
- Know that people light lots of small oil lamps called **Diya** or Diwa lamps and place them around their home to remember how Rama and Sita were welcomed home. Hindus believe that lighting the lamps means Lakshmi will visit them and bring them wealth.

Advent & Christmas

- Know the Christmas story (including the information set out below)

The **Angel Gabriel** visited **Mary** and told her that she was going to have a baby called **Jesus**. The baby would be God's son. Mary and **Joseph** had to travel to **Bethlehem** to **register** in a **census**. An **innkeeper** in Bethlehem let Mary and Joseph stay in his **stable** for the night. Baby Jesus was born in the stable. At the same time, an angel appeared to some **shepherds**. The angel told them that the son of God had been born in Bethlehem. The shepherds walked to Bethlehem to visit the baby Jesus.

Far away in the East, 3 **wise men** saw a bright star in the sky. They knew it meant that a new king had been born and followed the star. On the way they came to King **Herod's** palace. Herod was curious about the new king; he asked the wise men to tell him where the baby was. The wise men reached Bethlehem. They gave Jesus gifts of **gold, frankincense and myrrh**. (Know that gold is a precious metal, frankincense and myrrh are made from plants and are burned to produce a sweet smell often in religious ceremonies). That night, the wise men had a dream warning them not to tell King Herod where Jesus was. They did not return to King Herod's palace. Herod began to search for the baby Jesus. Joseph had a dream where an angel told him to take Mary and Jesus to **Egypt**. Mary and Joseph travelled to Egypt with baby Jesus and he was safe.

- Know that in the UK people have a number of Christmas traditions. These include:
 - Decorating home with **holly, ivy and mistletoe**
 - Putting up a decorated christmas tree often with lights
 - Singing Christmas **carols**
 - Exchanging gifts
 - Eating a special meal including **Turkey** and **Brussel Sprouts**
 - Listen to the Queen's speech
 - Watching a **pantomime**
- Know that **Christmas Day** is on the 25th December and that the day after Christmas (26th December) is called **Boxing Day**. This is because long ago people collected donations in church for the poor in boxes and gave them out on this day.
- Know how to sing the following christmas carols - **Silent night, Rudolph the Red Nosed Reindeer, Jingle Bells, Away in a manger, Frosty the snowman** (Using original lyrics and traditional music where possible).

EAD

Diya or Diwa Lamps

- Know how to make a lamp out of **clay** to celebrate **Diwali**.
- Know how to flatten, roll and smooth clay.
- Know to add small amounts of water to stop the clay from drying out.

- Know to add sequins etc while the clay is still soft.
- Know that if clay is too thin it will break when dry.
- Know that clay is a **natural material** found underground.
- Know that a **candle** is made of **wax** and that you light the **wick** of the candle.
- Know that wax **melts** when it is hot.

Music (Nativity and Christingle songs)

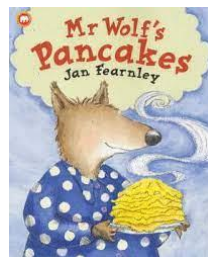
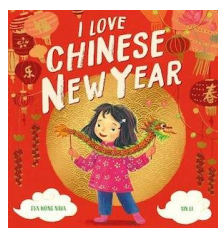
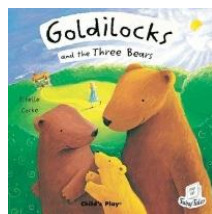
- Know how to sing with increasing projection for an audience.
- Know how to sing with changes in **dynamics** (volume).

Drama

- Know that when we perform, we have to follow the same directions every time about where to stand and what to say and do.

Spring 1: Queens, Kings & Fairy Tales

Key Texts:



Key Vocabulary:

Area	We are supporting children to meet the milestones and to be able to...
C&L	
PD	<ul style="list-style-type: none"> Know different types of balance in order to build core body strength. Know why core body strength can help us.
PSED	<ul style="list-style-type: none"> Know how to initiate conversations with others. Be confident to talk to others about own needs, wants, interests and opinions Be able to describe themselves in positive terms
L	
M	
UTW	<p><u>Seasons – Winter</u></p> <ul style="list-style-type: none"> Know that there are four seasons - Autumn, Winter, Spring, Summer Know that Winter includes the months of December, January and February Know that in Winter the weather is usually cold and wet. When the temperature falls below 0 degrees Celsius then water freezes (turns solid) Know what a thermometer looks like and how you read one Know what ice feels like and observe it melting. Know that ice melts when the temperature rises. Know that there may be frost on your windows (e.g. in the car) in the mornings and at night and the pavement or road may be slippery Know that snow sometimes falls in winter. Know that snow is frozen water. There are fewer daylight hours in Winter which means there is more darkness. Understand that it is darker for longer in the morning and darker more quickly in the evening. <p><u>The UK and Famous London Landmarks (Buckingham Palace, Tower of London, Big Ben)</u></p> <p><u>Royal Family</u></p> <ul style="list-style-type: none"> Know that King Charles is our current King. Know that the King is an important person who helps the government to run the country. Know that the King lives in Buckingham Palace in London. Know that the King helps the Prime Minister to decide the rules for the country. The Prime Minister is voted for by the people of the country. All people who are 18 or over have the chance to vote to choose their prime minister (take part in a class vote to agree something). Know the current Prime Minister. Know that the Tower of London is a castle situated in London on the bank of the River Thames. The Crown Jewels are now kept there. Know that these are important items owned by the Royal family and sometimes worn for special ceremonies. Know that Big Ben is the name of the clock at the Houses of Parliament building. Know that the London Eye is a famous tourist attraction where people can see views of London. Know some of the current members of the royal family including Prince and Princess of Wales and Prince Harry and Meghan, Duke and Duchess of Sussex.

- Know that people do not vote for kings and queens. When a King or Queen dies then the next person in the family becomes the king or queen. When this happens, there is a **coronation**. This is a special **ceremony** where the next person is named as the new King or Queen.
- Know that a King or Queen has a **throne** which is a specially decorated chair.
- Know that some people are really proud of the royal family and others feel they should not be involved in leading the country if no one voted for them.
- Know that there have been lots of different kings and queens in England. Know that the next King will be the Queen's son, HRH Prince Charles.

Chinese New Year

- Know that **Chinese New Year** is celebrated in January or February each year after the British new year begins on January 1st.
- Know that this year it is celebrated on January 22nd 2023
- Know that the **festival** lasts for 15 days
- Know that 2022 was the Year of the Tiger. Know that a tiger is a type of cat. 2023 is the year of the rabbit.
- Know how to locate China on a map of the world
- Know that China is one of the world's biggest countries and has the most people living there.
- Know the Chinese New Year story...
- Know that the Chinese zodiac is a repeating cycle of 12 years, with each year being represented by an animal Know that people from China celebrate Chinese New Year with -
 - dragon dances
 - house cleaning (to sweep away bad fortunes)
 - lighting lanterns
 - eating different foods (e.g., special dumplings)
 - setting off firecrackers/fireworks
 - exchanging red envelopes containing money

Shrove Tuesday

- Know that lent is the **Christian period** leading up to **Easter**
- **Shrove Tuesday** is the last day before lent. Some people call it pancake day.
- Know that in the past, people were not allowed to eat foods such as eggs, so had to use them before Lent began, people would mix them with other rich foods such as milk, flour and butter to make pancakes.
- Know how to make pancakes with **flour**, eggs and mil

EAD

Design junk model castles

- Look at images of UK castles - know that these would have looked different when they were built and that now they are often damaged because they are so old. Farleigh Hungerford castle (1377) / Nunney Castle Historical UK website /Warwick Castle study.
- Know about the different parts of the castle (**walls, towers, battlements, arrow loops, drawbridge, portcullis, barbican**)
- Know how to make a castle from junk modelling
- Know about the different resources available for junk modelling
- Know to choose the strongest resources to make your castle
- Know how to attach the different parts of the castle using glue, sellotape, masking tape
- Know how to hold and use scissors correctl.

Chinese New Year Puppets

- Know how to make a **Chinese New Year puppet**
- Know that a puppet is a doll that you can move, either by pulling strings which are attached to it or by putting your hand inside its body and moving your fingers.
- Know about the different parts of the Chinese dragon (neck of a snake, horns of a stag, ears of a cow, eyes of a demon, head of a camel, scales of a carp, belly of a clam, soles of feet from a tiger, claws of an eagle)
- Know how to attach the different parts of the puppet by using glue

Music

- Learn the words, melody and actions for the following songs:

Wind the Bobbin Up, Twinkle Twinkle, If You're Happy and you Know it, Heads, shoulders, Knees and Toes

- Know that a **Pulse** is the steady beat that runs through a piece of music and be able to tap it or clap it as part of a group.

Spring 2: Wheels, Wings, Water

Key Texts:

Key Vocabulary:

Area	We are supporting children to meet the milestones and to be able to...	Adult led learning	Adult-initiated activities & Enabling environments
C&L			
PD	•		
PSED	<ul style="list-style-type: none"> • Know how to initiate conversations with others and be able to take account of what others say • Know how to take steps to resolve conflicts • Know how to negotiate and solve problems when working in school • Know how to be confident to talk to others about own needs, wants, interests and opinions Know how to describe themselves in positive t 		
L			
M			
UTW	<p><u>Seasons: Spring</u></p> <ul style="list-style-type: none"> • Know that there are four seasons - Autumn, Winter, Spring, Summer • Know that Spring includes the months of March, April, May • Know that Spring is one of four seasons in a year. It's after winter and before summer. Know that the first day of Spring will be on ... • Know that in Spring, the Earth's axis is tilted toward the sun, increasing the number of daylight hours and bringing warmer weather. Understand what we mean by daylight hours. • Know that many trees, flowers, plants and bulbs begin to grow during Spring. Know that they need water, light, warmth and soil to grow. • Know that many animals have babies in early Spring. Know that in Spring the weather usually turns warmer. Know that leaves begin to grow on trees. • Know that plants start to develop flowers. • Know that young animals such as chicks and lambs are born. • Know that a chick is a young bird, especially one which is newly hatched. Know that a lamb is a baby sheep • Know that the first spring flowers are typically daffodils, dandelions and tulips. <p><u>Transport</u></p> <ul style="list-style-type: none"> • Know that the word transport refers to any vehicle that you can travel in or carry goods in. • Know that transport has changed over time. • Know and identify the following forms of transport – bicycle, car, bus, lorry, taxi, train, tram, plane, barge, ferry, hovercraft. 		

- Know that different types of transport have different types of impact on the environment.
- Know that in the past people had to walk everywhere then they began riding horses and built carts for the horses to pull behind them
- Know that in the past trains were powered by **steam**. Know that steam is the hot mist that forms when water **boils**. Know what a steam engine looks like.

Steam Engine

- Know that The Rocket was one of the first steam trains and it was designed by an Englishman called Robert Stevenson
- Know that steam engines work by using coal to create fire and then water is poured on to the coal to make steam. This powers the engine.
- Know that coal is a type of rock made from dead plants and animals that has been squashed together over thousands of years. It is very good for burning but creates a lot of smoke.
- Know how to join in with the poem The Engine Driver by Clive Sansom (<https://rhymings.com/clive-sansom/the-engine-driver/>)
- Know the following transport vocabulary - **Road, street, pavement, motorway, canal, path, tramline, train tracks, tarmac**
- Know the following sequence of land transport through history - Walking, riding a horse, horse and cart, steam engine, bicycle, car
- Know that **public** transport is a type of transport that anyone can use if they can buy a ticket. Examples include buses, trains, planes, taxis.
- **Road signs and road safety** Know common road signs -



Maximum speed



Manually operated temporary STOP and GO signs



No entry for vehicular traffic



School crossing patrol

- Know that we measure long journeys in miles.
- Know basic road safety about crossing a road which is known as the Green Cross Code –
 - find a safe place to cross (e.g. a **zebra crossing** indicated by black and white stripes)
 - stand on the pavement near the kerb
 - look all round for traffic and listen
 - if traffic is coming - let it pass then look all round again
 - when there is no traffic near, walk straight across the road
 - keep looking and listening for traffic while crossing
- Know that wearing bright **reflective** clothes can help you to stay safe. Look at reflective strips and use torches to show reflection.
- Know that reflection is when light bounces off an object and enters our eyes. This can make smooth objects look shiny.

Traffic lights

- Know the sequence of traffic lights and what they mean.

Forces

- Know that **forces** are either **pushes** or **pulls**
- Know the difference between push and pull
- Know some examples of push and pull - pushing a toy car, pulling a toy car on string, kicking a ball (Push), taking shoes off (pull)
- Explore pushes and pulls in PE and outdoor provision Know that a bigger push leads to faster movement Know that a magnet can pull metal objects towards it.
- Know that it is harder to move your hand through water than through the air - this is because of the water pushes your hand (water resistance)

	<ul style="list-style-type: none"> • Know that water pushes up objects such as apples and makes them float. • Know how some objects are easier to push and pull than others - e.g. smooth objects, objects with wheels etc. <p>Easter</p> <ul style="list-style-type: none"> • Know The Easter Story at an age-appropriate level and some of the key vocabulary – disciples, arrest, cross, tomb, resurrection. • Know that Christians believe the Easter story is true. • Know that Christians celebrate different days of Easter (e.g Palm Sunday). • Know that Easter is celebrated at the end of March or in April each year • Know that many Christians will celebrate Easter by going to church on Easter Sunday Know that many Christians and non-Christians will exchange Easter eggs. • Know that eggs symbolise new life, as Jesus began his new life after his resurrection on Easter Sunday. Know that cracked eggs are symbolic of an empty tomb. <p>Mothering Sunday</p> <ul style="list-style-type: none"> • Know that Mother’s Day is celebrated in March each year. • Know that Mother’s Day, or Mothering Sunday, is a time when children pay respect to their mothers. Know that Mother’s Day is always on a Sunday • Know that children often give their mothers a gift and a card • Know that Mother’s Day is celebrated on different days and for different reasons in many countries around the world but the central idea of honouring your mother is universal. <p>Holi</p> <ul style="list-style-type: none"> • Know that Holi is a festival that is celebrated by Hindus, many of whom live in India. • Know that Holi is a festival of colours • Know that it is a festival that marks the beginning of Spring, usually in March • Know that it was originally celebrated in North India (where it is a national holiday) but is now celebrated in many parts of the world. • Know that celebrations start with a Holika bonfire on the night before Holi • Know that people sing and dance around the fire and roast grains, popcorn and coconut around it Know that they also throw chickpeas on the fire • Know that last year’s rubbish is burnt to represent new beginnings • Know that the next day people of all ages go out on the streets for a carnival of colours. • Know that a carnival is a public festival during which people play music and sometimes dance in the streets. Know that everyone plays, chases each other with dry powder and coloured water. • Know that some people carry water guns and water balloons filled with coloured water, ready for a water fight. Know that people sing, dance and have fun together, no matter who they are. 		
EAD	Exploring line and shape through: Wassily Kandinsky 1866- 1944		

- Know that when he was 30 he went to **art school** to learn how to paint and draw.
- Know that Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a **soul**.
- Know that he was one of the first painters to stop painting pictures of objects and instead paint just using colours and shapes. He believed that this let him paint honestly about his feelings.
- Know that Kandinsky would often listen to music while he painted and try to paint what he heard. He was friends with a **composer** called Arnold Schoenberg and listened to his music to help him paint (Listen to Schoenberg's Piano Concerto - <https://www.youtube.com/watch?v=JEY9ImCZblc>)
- Know that other painters learned a lot from Kandinsky's ideas.
- Know how to select brushes and change pressure to control the type of painted line.

Designing a boat that floats

- Know the following different parts of a boat - **mast, sail, rudder and hull**.
- Know that the mast is a long pole which the sail is attached to.
- Know that the sail is a large piece of material attached to the mast which catches the wind in order to move the boat. Know that the rudder is used to **steer** the ship.
- Know that the hull is the **body** of a ship or boat.
- Know through investigation which materials are **waterproof** and 'not waterproof'
- Know the definition of waterproof - waterproof is a garment/material that keeps water out, for example, a raincoat. Know that materials that are 'not waterproof' absorb water (including paper, sponge)
- Know the names of the different materials - **cork, plastic, polystyrene, paper**
- Know, through investigation, which objects **float** and which objects **sink**. Know and use the word float - a thing that is buoyant in water.
- Know and use the word **buoyant** - able or tending to keep afloat or rise to the top of a liquid.
- Know and use the word sink - go down below the surface of something, especially of a liquid; become **submerged**.
- Know how to **attach** the different parts of the boat by using sellotape, masking tape, glue. Know how to use scissors safely (improving accuracy of cutting through repeated practice)

Song and Rhyme

Learn the following nursery rhymes and action songs:

- Old MacDonald, Inch Wincy Spider, Baa Baa Black Sheep, Row Your Boat, The Wheels on the Bus, The Hokey Cokey.

Summer 1: Fantastic Farms

Key Texts:

Key Vocabulary:

Area	We are supporting children to meet the milestones and to be able to...
C&L	
PD	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Know how to find a space. <p>Know how to move with confidence, imagination and safety. Know and remember repeated movements, phrases and patterns. Know how to change and vary actions.</p> <p>Be able to copy and perform simple movements.</p> <p>Know that dance is active and that changes occur in their bodies</p>
PSED	•
L	
M	
UTW	<ul style="list-style-type: none"> • Know that a farm is an area of land used for growing crops or raising animals, usually in order to sell them. • Know that people who work on a farm are called farmers and farmers can be men or women. • Know that farmers have an important job to provide food for us to eat. • Know that farmers grow food, harvest it when it is ripe and then sell it to large companies who often turn it into food that can be bought from large supermarkets. • For example, wheat is grown by farmers in the UK. This is sold to large companies who use it to make flour which is sold in supermarkets. Some flour is sold to companies who make bread to sell in supermarkets. • Know that UK farmers also grow oats, potatoes, vegetables and fruits. • Know that farmers in England may keep the following animals: horse, rabbit, goat, cow, sheep, duck, goose, hen, pig, donkey, bull/cow, turkey. • Know the produce from the 2 farms in Easton Royal. • Know that farmers keep animals in order to produce the following: meat, egg, wool, milk. • Know the following meat sources: Pork from a pig, Beef from a cow and lamb from a sheep. • Know that cows produce milk which is stored in their udders <ul style="list-style-type: none"> • Know that in the past, cows were milked by hand but now farmers have special machinery which is faster. • Know the names of baby animals on the farm (lamb, calf, duckling, gosling, cygnet, kid, chick, Piglet, foal) <ul style="list-style-type: none"> • Know that exotic fruits can be grown in farms on hot countries. • Know that if we want to buy some food it can only come from other countries, such as bananas, pineapples, coconuts, pomegranate, kiwi and mango. • Be able to recognise the fair trade logo and know that this logo means the farmers in other countries have been paid a fair price for the things they have produced. <ul style="list-style-type: none"> • Know that plants grow from seeds or bulbs.

	<ul style="list-style-type: none"> • Know how to plant seeds and provide them with water regularly. • Know how to closely observe a seed growing into a plant over time. • Know tha seeds do not grow unless they have warmth, air, water and soil. • Know the following vegetables grown in the UK by appearance: carrots, beetroot, cabbage, onions, leeks, turnips, parsnips, broccoli, cauliflower, courgettes. • Know the following fruits grown in the UK by appearance: apples, strawberries, pears, cherries, blueberries and plums. • Now that fruits and vegetables are good for you and help you to be healthy. • Know that we should eat at least 5 portions of fruit and vegetables each day (a portion is defined as a handful). <p><u>Life Cycles</u></p> <ul style="list-style-type: none"> • Know that a life cycle shows the changes in a plant or an animal throughout its life. • Kknow the life cycle of a butterfly, chicken and frog. • Know that animals need food, water and warmth to grow and to stay alive. • Know that other animals such as spiders, turtles, snakes, fish and crocodiles also lay eggs. <p><u>People who help us</u></p> <ul style="list-style-type: none"> • Know that doctors and nurses can help us when we are feeling unwell and that both doctors and nurses can be men or women. • Know that doctors and nurses work in hospitals and health centres. • Know that paramedics drive ambulances and help people in emergencies. • Know that an emergency is when an unexpected or dangerous situation, especially and accident happens suddenly and requires quick action. • Know that we can dial 999 in an emergency to get help from police, fire brigade or ambulance. • Know that the fire brigade help us to put out fires and fire fighters can be men or women. • Know that vets can help animals when they are ill or unwell.
EAD	<ul style="list-style-type: none"> •

Summer 2: Dinosaurs and the Earth

Key Texts:

Key Vocabulary:

Area	We are supporting children to meet the milestones and to be able to...
C&L	
PD	<p><u>Racing and obstacle courses</u></p> <ul style="list-style-type: none"> • Know how to take turns when in a line, the child at the front goes to the back when race/obstacle course is complete Know how to listen to and follow instructions to complete the race/obstacle • Know how to move in different ways to complete a race/obstacle (run, walk, skip, gallop, giant steps, jog, jump) • Know and understand prepositional language like go under, over, through, below, between when completing an obstacle.
PSED	<ul style="list-style-type: none"> •
L	
M	
UTW	<p><u>Seasons - Summer</u></p> <ul style="list-style-type: none"> • Know that there are four seasons - Autumn, Winter, Spring, Summer. • Know that Summer includes June, July, August. • Know that Summer is the hottest of the four temperate seasons, falling after spring and before autumn. • Know that the temperature around the UK rises and there is usually less rain than at any other time of the year. • Know that in the summer, there are more hours of daylight. This means it gets lighter earlier in the morning and the evenings are lighter until later. • Know that Summer falls in different months of the year, depending on where you are in the world. • Know that in the UK (United Kingdom) is in the northern hemisphere of the earth. The bottom half is called the southern hemisphere. The two hemispheres are split by an imaginary line called the equator. The closer you are to the equator, the hotter the temperature. • Know what a globe looks like and understand that the earth is spherical. • Know that in the southern hemisphere, in countries like Australia, summer is in December, January and February. Know that you can get sunburn if you don't protect your skin. • Know that you should wear sun cream and a hat to protect you from the sun. Know that you wear different clothes like shorts, t-shirts and dresses in Summer. Know that the 6 weeks holiday are in the Summer months.

- Know that you might have a **picnic**, go swimming, go to the beach or go on holiday. Know that you will see **sunflowers, lavender**, daisies and green leaves.
- Know that you will see **butterflies, bees** and **wasps**.

Dinosaurs

- Know that a long time ago there were no humans on earth and there were just animals such as **dinosaurs**. Know that dinosaurs were large **reptiles** which lived many thousands of years ago.
- Know that some species of reptile still exist now such as **lizards** but dinosaurs do not.
- Know the names and appearance of the following dinosaurs - Tyrannosaurus Rex, diplodocus, brontosaurus, triceratops, stegosaurus
- Know that people have used the bones of the skeletons they have found to predict what the dinosaurs might have looked like but nobody knows for sure as there were no people at the time to see them.
- Know that the dinosaurs became extinct and later on humans began to live on the Earth (be clear that dinosaurs and humans did not co-exist)
- Know that 'extinct' means that no more of those animals exist anymore.

The Ice Age

- Know that after the dinosaurs lived, there was a period of time called the **Ice Age**.
- This was a very cold time when lots of the land across the earth was covered in thick snow and ice.
- Know that, in the ice age, animals such as **mammoths, dodos, sabre-toothed tigers** and **giant ground sloths** existed. Know that these animals are now **extinct** - there are no more of them left alive.
- Know that people have tried to work out what they might have looked like from bones and frozen remains they have found.
- Know that no photos exist of these animals as humans were not alive in the ice age
- Know that the dodo is a bird that survived the ice age but became extinct later on. Read the book 'DoDos' by Melissa Higgins

The Environment

Know that it is important for us to look after our **environment** and the wider world. Know that we can help by doing the following -

- Not throwing **litter** on the floor
- Not wasting water - turning taps off after use or while brushing teeth
- Not wasting **electricity**
- Looking after animals and providing them with places to live
- Help to recycle - putting the correct rubbish in the correct bins
- Reuse plastic bags
- Use plastic water bottles many times (compared to throwing them away after one use) Learn the phrase '**Reduce - Reuse - Recycle**.'
- Know that reduce means not using as much of something as you might normally do Know that reuse means to use things again and again rather than throwing away.

	<ul style="list-style-type: none"> • Know that recycle means to turn one thing into another • Know that we can recycle lots of things made with glass, plastic and paper. Know the recycle symbol. • Know how to find the recycle symbol on a range of products <p>Materials</p> <ul style="list-style-type: none"> • Know a range of common objects that are made of plastic, wood, metal and glass and sort them. • Know how to describe materials using the following words - hard, soft, smooth, rough, opaque, transparent (use 'see- through' alongside more scientific terms - transparent), flexible. • Know that plastic is useful because it keeps things fresh, is waterproof, can be shaped and moulded into different shapes, it can be made in lots of different colours. • Know that plastic can be harmful to living things because it does not decompose like vegetables, fruit and meat. Plastic is toxic (which means it is dangerous to eat which can also be described as poisonous) • Know that decompose means to rot away naturally. (Observe a piece of fruit or vegetable rotting) Know that often it has to be buried in the ground in landfill sites when it has been used. • Sometimes small pieces of plastic go into the sea and animals eat them and can become ill and die. Know that it is our responsibility to look after the planet and the animals and plants that live on it. <p>Father's Day</p> <ul style="list-style-type: none"> • Know that Father's Day is celebrated in June • Know that the celebration is always held on the third Sunday in June to honour fathers Know that children often give their fathers a gift and a card • Know that Father's Day is celebrated on different days and for different reasons in many countries around the world but the central idea of honouring your father is universal. • Know that all families are different and some families do not have a father living at home. • Know that it is OK to honour someone else on Father's Day who looks after you e.g. a grandparent or Unc
EAD	<ul style="list-style-type: none"> •

