

Areas of Learning	All Aboard		The Weather, the World and Beyond		Life on Earth	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 GLD
Subject Drivers	<p><b>Topic:</b> The Journey Begins</p> <p><b>Subject Driver:</b> People, cultures &amp; communities</p> <p><b>Enquiry Question:</b> Are we nearly there yet?</p> <p><b>End Point:</b> Children can talk about different types of transport and who may use them.</p>	<p><b>Topic:</b> Let's Party</p> <p><b>Subject Driver:</b> People, cultures &amp; communities</p> <p><b>Enquiry Question:</b> What do you celebrate?</p> <p><b>End Point:</b> Children understand that people celebrate in different ways and in different cultures.</p>	<p><b>Topic:</b> Earth Sky and Space</p> <p><b>Subject Driver:</b> The natural World</p> <p><b>Enquiry Question:</b> What is outside my window?</p> <p><b>End Point:</b> Children learn about the world around them and beyond into space.</p>	<p><b>Topic:</b> What Lurks Below?</p> <p><b>Subject Driver:</b> The natural World</p> <p><b>Enquiry Question:</b> Who lives under the sea?</p> <p><b>End Point:</b> Children can talk about oceans and what may live there.</p>	<p><b>Topic:</b> All Creatures Great and Small</p> <p><b>Subject Driver:</b> The natural World</p> <p><b>Enquiry Question:</b> Who lives in the wild?</p> <p><b>End Point:</b> Children categorise animals and describe their habitats.</p>	<p><b>Topic:</b> Community Explorers</p> <p><b>Subject Driver:</b> People, cultures &amp; communities</p> <p><b>Enquiry Question:</b> Who is part of our community?</p> <p><b>End Point:</b> Children understand roles of people in the local community.</p>

## PRIME AREAS

Communication and Language	Listening	Foundations of Listening (Baseline / Entry) DM: Enjoys listening to stories, songs, and rhymes; explores sounds.	Attentive Listening and Sound Awareness DM: Listens attentively and responds to sounds.	Building Understanding Through Talk DM: Engages in story times; responds to simple questions. Listen and talk about stories to build understanding.	Developing Comprehension and Retelling DM: Listens to longer stories and recalls key events. Listen carefully to longer stories, rhymes, and songs.	Deepening Understanding and Vocabulary DM: Listens attentively and responds; shows understanding.	Listening GLD: Listens attentively and responds; demonstrates understanding of texts.
		Listen to short stories, rhymes, and songs with adult support. Show interest in sounds, words, and repeated phrases, and join in with familiar rhymes, actions, and songs.	Listen and respond to familiar stories and rhymes. Notice sounds, rhyme, and rhythm. Learn and recall simple rhymes, poems, and songs, and follow instructions during listening activities.	Ask simple questions or make comments about what they hear. Recall key events or characters in familiar stories and engage in listening activities for longer periods.	Retell familiar stories using simple language and sequence. Show understanding of main events and characters, and discuss simple non-fiction texts to share what they have learned.	Listen to and discuss stories and non-fiction. Identify main ideas, notice story structure, and ask or answer questions. Use new vocabulary from texts in talk and play.	Listen to and discuss stories and non-fiction. Identify main ideas, notice story structure, and ask or answer questions. Use new vocabulary from texts in talk and play.
Communication and Language	Speaking	Foundations of Speaking (Baseline / Entry) DM: Uses single words and short phrases; responds to instructions.	Developing Vocabulary and Questions DM: Uses new words in context; begins to form simple sentences.	Forming Sentences and Connected Ideas DM: Uses longer sentences and joins ideas; uses talk to plan and organise thinking.	Storytelling and Explanation DM: Uses talk to organise, sequence, and explain; starts to connect ideas.	Extended Talk and Planning DM: Uses complex sentences and explanations; joins discussions.	Speaking GLD: Uses talk to communicate effectively; expresses ideas clearly and listens to others.
		Use simple words and short phrases to communicate. Use gestures alongside words and respond to familiar adults and peers.	Use new vocabulary introduced in class and begin to ask simple questions to find out more. Start to describe events in some detail and use talk to share ideas during play and group activities.	Express ideas in longer sentences and link thoughts using simple connectives. Use talk to work out problems and retell parts of familiar stories in your own words.	Retell familiar stories using some exact repetition and some own words, use new vocabulary in different contexts, and begin to explain how things work or why they might happen. Describe experiences in more detail.	Describe events in detail, link ideas with simple connectives, and use talk to plan, organise, and sequence activities. Begin to use talk to reason and solve problems.	Use talk to share ideas, describe events, and express feelings. Listen and respond to others appropriately, adapting language for different situations.

Self-regulation	<p><b>Foundations / Baseline</b> DM: Follows routines; aware of rules; beginning to recognise feelings. Follow simple routines and instructions. Notice classroom rules with support and start to name basic feelings.</p>	<p><b>Developing Awareness</b> DM: Waits turns; begins to express feelings with support. Listen, wait your turn, and cope with small frustrations. Use words to express feelings with adult guidance.</p>	<p><b>Increasing Independence</b> DM: Manages own behaviour; shows some control over feelings. Follow multi-step instructions with some independence. Take turns and start to moderate feelings in familiar situations.</p>	<p><b>Using Strategies</b> DM: Talks about feelings; controls impulses; begins to persevere. Recognise and talk about your own and others' feelings. Show more control over impulses and begin to persevere with challenges.</p>	<p><b>Confident Regulation</b> DM: Manages emotions; adjusts behaviour; shows resilience. Manage emotions independently. Adapt behaviour and show perseverance with new challenges.</p>	<p><b>Self-Regulation</b> GLD: Regulates behaviour and emotions; aware of self and others. Consistently manage behaviour and emotions. Recognise your own feelings and consider others' perspectives.</p>
Managing Self	<p><b>Foundations / Baseline</b> DM: Begins to manage personal needs with support; aware of self as an individual. Manage personal needs with adult support (e.g., washing hands, putting on a coat). Recognise yourself as a valuable individual.</p>	<p><b>Developing Independence</b> DM: Attempts personal care; starts to use resources appropriately. Try to manage personal needs independently. Begin to choose and use resources safely. Learn basic hygiene routines like handwashing and teeth cleaning.</p>	<p><b>Increasing Responsibility</b> DM: Completes personal tasks with occasional support; understands health basics. Complete personal tasks mostly independently. Understand simple ways to support health, including activity, diet, toothbrushing, sleep, and screen time.</p>	<p><b>Building Healthy Habits</b> DM: Shows growing responsibility for self-care and routines. Take more responsibility for personal care and daily routines. Make simple healthy choices and use resources safely.</p>	<p><b>Independent Management</b> DM: Manages personal needs and routines; maintains healthy habits. Manage personal care and daily routines independently. Maintain healthy habits consistently and follow basic safety rules, e.g., being a safe pedestrian.</p>	<p><b>Managing Self</b> GLD: Confidently manages personal care, routines, and belongings; maintains health and wellbeing. Confidently manage personal care, routines, and belongings. Maintain health and wellbeing through hygiene, healthy habits, and safe behaviours.</p>
Relationships	<p><b>Foundations / Baseline</b> DM: Begins to play alongside or with others; aware of feelings with adult support. Join in simple play alongside peers. Notice how others feel and respond with adult guidance.</p>	<p><b>Developing Awareness</b> DM: Shares and takes turns with support; starts forming friendships. Take turns and share with peers. Begin to make friends and engage positively in play and routines.</p>	<p><b>Cooperation and Negotiation</b> DM: Cooperates on simple tasks; starts resolving minor conflicts with guidance. Work together on small tasks. Use words and actions to solve minor disagreements with adult help.</p>	<p><b>Positive Relationships</b> DM: Develops positive relationships with peers and adults. Build connections with peers and adults. Use friendly words and actions to solve minor conflicts with minimal support.</p>	<p><b>Collaborative Working</b> DM: Works in small groups; shows empathy and resolves conflicts with minimal support. Work in small groups. Show empathy, consider others' perspectives, and solve problems with little help.</p>	<p><b>Relationships</b> GLD: Builds and maintains positive relationships; shows empathy and respect. Sustain positive relationships. Express feelings appropriately, consider others, and demonstrate empathy, respect, and effective conflict resolution.</p>

Physical Development	Gross Motor Skills	<p><b>Foundations / Baseline</b>  <b>DM:</b> Revises basic movements; begins to develop strength, balance, and coordination.</p> <p>Revise basic movements such as rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Begin to develop strength, balance, and coordination through guided activities and play.</p>	<p><b>Developing Control</b>  <b>DM:</b> Moves with more control and fluency; uses large apparatus with support.</p> <p>Move with greater control and fluency, beginning to use large apparatus with adult support. Start to coordinate movements and explore different ways of moving safely.</p>	<p><b>Combining Movements</b>  <b>DM:</b> Combines movements smoothly; improves balance, posture, and coordination.</p> <p>Move more smoothly and improve balance, posture, and coordination. Begin to link actions together, such as running and jumping or hopping and skipping, with increasing confidence.</p>	<p><b>Confidence and Ball Skills</b>  <b>DM:</b> Uses large apparatus confidently alone or in groups; begins refining ball skills (throwing, catching, kicking, passing).</p> <p>Use large apparatus confidently, both independently and in groups. Begin to refine basic ball skills such as throwing, catching, kicking, and passing during play and structured activities.</p>	<p><b>Precision and Control</b>  <b>DM:</b> Increases precision and control in movements and ball skills; maintains good posture during activities.</p> <p>Increase precision and control in both gross motor movements and ball skills. Maintain good posture and body awareness during different physical activities.</p>	<p><b>Physical Development - Moving</b>  <b>GLD:</b> Moves fluently and confidently in a range of activities; combines movements accurately.</p> <p>Move fluently and confidently across activities such as dance, gymnastics, and sports. Combine movements with control, balance, and coordination.</p>
	Fine Motor Skills	<p><b>Foundations / Baseline</b>  <b>DM:</b> Develops small motor skills through handling objects and tools; strengthens hand and core muscles.</p> <p>Develop small motor skills through handling objects and tools. Begin to strengthen hand and core muscles through play and practical activities such as threading, building, and manipulating small objects.</p>	<p><b>Developing Tool Use</b>  <b>DM:</b> Uses tools safely and with support (pencils, paintbrushes, scissors, utensils).</p> <p>Use tools safely with adult support, including pencils, paintbrushes, scissors, and utensils. Begin to explore mark-making and simple tool-based tasks.</p>	<p><b>Control and Accuracy</b>  <b>DM:</b> Sits with good posture; improves control and accuracy when using tools.</p> <p>Sit with good posture and improve control and accuracy when using tools. Begin to coordinate hand movements for drawing, cutting, and other classroom tasks.</p>	<p><b>Refining Precision</b>  <b>DM:</b> Refines precision with tools and drawing; begins forming letters and shapes.</p> <p>Refine precision when using tools and drawing. Begin forming letters, shapes, and simple patterns with increasing accuracy.</p>	<p><b>Developing Handwriting Skills</b>  <b>DM:</b> Develops a foundation for fast, accurate, and efficient handwriting; uses tools confidently.</p> <p>Develop a foundation for fast, accurate, and efficient handwriting. Use classroom tools confidently during writing, art, and practical tasks.</p>	<p><b>Physical Development</b>  <b>GLD:</b> Manages daily tasks independently; shows control and accuracy in practical activities.</p> <p>Manage daily tasks independently, such as lining up, using utensils, and completing practical activities. Show control, accuracy, and confidence in handwriting, drawing, and other fine motor tasks.</p>

## SPECIFIC AREAS

<p><b>Literacy</b></p>	<p><b>Word Reading</b></p>	<p><b>Foundations / Baseline</b>  <b>DM:</b> Begins to read and say the sounds for individual letters; begins to orally blend simple VC and CVC words.</p> <p>Begin to read and say the sounds for individual letters, focusing on most single-letter phonemes. Start to orally blend simple VC and CVC words, for example "at," "it," "pat," and "tap." Begin to recognise the first high-frequency words: a, I, he.</p>	<p><b>Developing Confidence</b>  <b>DM:</b> Confidently says the sounds for all taught single letters; blends CVC words independently.</p> <p>Confidently say the sounds for all taught single letters. Blend CVC words independently and begin to read simple captions using known sounds. Introduce first CVC words such as bat, big, bug, and additional high-frequency words: is, me, the.</p>	<p><b>Simple Digraphs</b>  <b>DM:</b> Reads simple digraphs; begins to read short words containing digraphs.</p> <p>Begin to read simple digraphs such as sh, ch, th, and ng. Read short words containing these digraphs with support. Continue consolidating CVC words: cat, dad, dog. Add high-frequency words: she, to, we.</p>	<p><b>Exception Words Introduction</b>  <b>DM:</b> Begins to read common exception words.</p> <p>Begin to read a small set of taught common exception words, including: no, go. Continue to read familiar CVC words and short digraph words. Introduce more decodable words such as flag, frog, fox.</p>	<p><b>Advanced GPCs and Short Phrases</b>  <b>DM:</b> Reads more digraphs and trigraphs; reads simple phrases and sentences; re-reads to build fluency.</p> <p>Read additional digraphs and trigraphs such as ai, ee, igh, oa, and oo. Read short words containing these new GPCs alongside familiar CVC words. Add new CVC words: hen, jeep, log, jam, man, mat. Continue reading high-frequency words: milk, mum, red. Begin reading simple phrases and sentences to build fluency.</p>	<p><b>Reading GLD:</b> Reads short books containing familiar sounds and exception words with fluency; shows automaticity with taught sounds.</p> <p>Confidently read short books with familiar sounds, taught digraphs/trigraphs, decodable words, and high-frequency words such as pig, seed, tent, see, tree, top. Re-read to build fluency, understanding, and enjoyment. Recognise most taught letter-sound correspondences and read sentences with comprehension.</p>

Writing	<p><b>Foundations / Baseline</b>  <b>DM:</b> Begins mark making to explore writing and develop control.</p> <p>Attempt to make shapes and letters to represent sounds and ideas during play and guided activities. Begin to write high-frequency a, I, he.</p>	<p><b>Developing Letter Formation</b>  <b>DM:</b> Forms lower-case letters correctly for taught letters; begins forming some capital letters.</p> <p>Attempt to write simple CVC words using known sounds and high-frequency: is, me, the</p>	<p><b>Increasing Accuracy and Early Writing</b>  <b>DM:</b> Forms all lower-case and most capital letters correctly; writes simple lists and phrases; begins using digraphs.</p> <p>Spell words with sh, ch, and th, and talk about events in their pictures in order. High-frequency words: we, she, to,</p>	<p><b>Writing Simple Phrases</b>  <b>DM:</b> Writes a phrase using known sounds and some exception words.</p> <p>Use decodable words and common exception words including those taught and no, go to write a short phrase. Begin to link ideas across the phrase with support.</p>	<p><b>Writing - Sentences</b>  <b>DM:</b> Begins to write sentences using known sounds and some exception words.</p> <p>To achieve this, children: use decodable words (up to 4 sounds) and high-frequency words such as milk, mum, red; sometimes begin a sentence with a capital letter, end with a full stop, and check that it makes sense.</p>	<p><b>Writing</b>  <b>GLD:</b> Can write simple phrases or sentences independently using taught sounds.</p> <p>Use taught sounds and high-frequency words to record ideas in short phrases or sentences. Begin to add a capital letter at the start and a full stop at the end, and check that writing makes sense</p>
	<p><b>Foundations / Baseline</b>  <b>DM:</b> Shows basic understanding of simple stories read aloud; uses pictures to support meaning.</p> <p>Listen to simple stories and show understanding by using pictures to help make sense of the text and talk about key events or characters.</p>	<p><b>Developing Understanding</b>  <b>DM:</b> Demonstrates understanding of simple phrases or sentences; answers simple questions about familiar texts.</p> <p>Show understanding of short phrases and sentences they read, and respond to simple questions about familiar texts with adult support.</p>	<p><b>Talking About Stories</b>  <b>DM:</b> Begins to talk about events in a story in sequence; re-reads simple sentences to clarify meaning.</p> <p>Use stories to talk about what happens first, next, and last. Re-read short sentences to help make sense of the text and talk about what is happening.</p>	<p><b>Understanding Short Texts</b>  <b>DM:</b> Understands short texts using taught GPCs and exception words; discusses characters, settings, or key information with support.</p> <p>Use phonics knowledge and exception words to read and understand short texts. Share ideas about characters, settings, and key details with support.</p>	<p><b>Predicting and Explaining</b>  <b>DM:</b> Shows deeper understanding by predicting or explaining simple ideas; re-reads books for fluency and understanding.</p> <p>Use texts to make predictions, talk about ideas, and deepen understanding. Re-read books to strengthen fluency and comprehension.</p>	<p><b>Comprehension</b>  <b>GLD:</b> Explains events in short books read fluently; retells main events and shows understanding.</p> <p>Describe events in short books read fluently. Sequence main events, explore characters and settings, and show understanding by answering questions.</p>

Mathematics	Number	<p><b>Foundations / Baseline</b>  <b>DM:</b> Counts objects, actions, and sounds to 3; begins to link number symbols with quantities.</p> <p><b>White Rose Link:</b>      Numbers 1-3, Composition of numbers to 3      Count objects, actions, and sounds to 3. Use words such as <i>more than</i> and <i>fewer than</i>. Begin to link number symbols with quantities. Explore numbers to 3 and subitise up to 3.</p>	<p><b>Developing Confidence</b>  <b>DM:</b> Counts objects, actions, and sounds to 5; begins recalling number bonds for numbers to 5.</p> <p><b>White Rose Link:</b>      Numbers 1-5, Composition of numbers to 5      Count objects, actions, and sounds to 5. Use <i>more than</i> / <i>fewer than</i>. Link numbers with quantities. Explore numbers to 5 and subitise. Begin recalling number bonds to 5.</p>	<p><b>Extending Counting and Composition</b>  <b>DM:</b> Counts beyond 5 to 10; explores the composition of numbers to 10.</p> <p><b>White Rose Link:</b>      Numbers 6-10, Composition of numbers to 10      Count beyond 5 to 10. Understand <i>one more</i> / <i>one less</i>. Explore numbers to 10, recognising groups and parts.</p>	<p><b>Comparing and Pattern Recognition</b>  <b>DM:</b> Compares numbers; recognises patterns; extends subitising skills.</p> <p><b>White Rose Link:</b>      Comparing numbers to 10, Patterns within numbers      Compare numbers using <i>more</i>, <i>less</i>, <i>equal</i>. Recognise simple patterns and extend subitising beyond 5. Apply in practical problems, e.g., "I have 2, you have 3 - who has more?"</p>	<p><b>Number Bonds and Simple Calculations</b>  <b>DM:</b> Automatically recalls number bonds for 0-5 and some to 10; uses counting and bonds to solve simple addition and subtraction.</p> <p><b>White Rose Link:</b>      Number bonds within 10, Addition and subtraction within 10      Recall number bonds to 5 (some to 10). Solve simple addition and subtraction to 10.</p>	<p><b>Number Early Learning Goal (GLD)</b>  <b>ELG:</b> Confidently understands numbers beyond 10; uses number bonds for addition and subtraction; recognises simple patterns.</p> <p><b>White Rose Link:</b>      Number bonds, Addition and subtraction within 10, Number patterns and sequences      Understand numbers beyond 10. Use number bonds. Spot and extend simple patterns.</p>
	Numerical pattern	<p><b>Foundations / Baseline</b>  <b>DM:</b> Recognises simple repeating patterns in number or objects.</p> <p><b>White Rose Link:</b>      Pattern: Simple repeating patterns (AB)      Notice and copy simple repeating patterns with objects, colours, or numbers, e.g., red, blue, red, blue. Begin to recognise that numbers can form patterns, such as 1, 2, 1, 2.</p>	<p><b>Developing Confidence</b>  <b>DM:</b> Completes simple repeating patterns; describes what comes next.</p> <p><b>White Rose Link:</b>      Pattern: Recognise and continue repeating patterns      Complete simple repeating patterns (AB, AAB) and describe them using words such as <i>next</i>, <i>after</i>, <i>repeat</i>. Begin to extend patterns by predicting what comes next.</p>	<p><b>Extending Patterns</b>  <b>DM:</b> Creates own repeating patterns using objects or numbers.</p> <p><b>White Rose Link:</b>      Pattern: Create own repeating patterns      Use objects, shapes, or numbers to make their own repeating patterns. Begin to describe the rule of the pattern, e.g., "Circle, square, circle, square."</p>	<p><b>Number Patterns Beyond 5</b>  <b>DM:</b> Recognises numerical patterns; uses them to predict numbers.</p> <p><b>White Rose Link:</b>      Pattern: Number patterns to 10      Recognise patterns in numbers to 10. Use knowledge of counting, <i>one more/one less</i>, and number sequences to predict missing numbers in simple sequences.</p>	<p><b>Applying Patterns to Problem Solving</b>  <b>DM:</b> Uses numerical patterns to support calculations and reasoning.</p> <p><b>White Rose Link:</b>      Pattern: Recognise patterns to support addition/subtraction      Use knowledge of patterns to solve simple addition or subtraction problems within 10. For example, recognising odd/even patterns or "add 1" sequences to find the next number.</p>	<p><b>Greater Level of Development (GLD)</b>  <b>GLD:</b> Confidently recognises, continues, and creates numerical patterns to support reasoning and calculations.</p> <p><b>White Rose Link:</b>      Pattern: Identify, extend, and create numerical patterns      Identify, extend, and make patterns with numbers, shapes, or objects. Use them to explore number sequences and solve simple calculations.</p>

<p>Understanding the World</p>	<p><b>The Journey Begins</b> DM: Comment on images of familiar situations in the past. Children identify signs of Autumn. Draw information from a simple map.</p> <p><b>PP:</b> Talk about different types of vehicles and how people travel now and in the past. Comment on pictures of transport from different times. Draw simple information from maps, such as roads or places.</p> <p><b>NW:</b> Identify signs of Autumn. Notice changes in the weather and environment.</p>	<p><b>Let's Party</b></p> <p>DM: Recognise that people have different beliefs and celebrate special times in different ways. Notice and talk about bright colours, light, and changes in their environment during celebrations.</p> <p><b>PCC:</b> Explore Firework Night and Christmas. Talk about how families celebrate in different ways. Notice lights, colours, decorations, and special food. Recognise that people have different traditions and beliefs.</p>	<p><b>Earth Sky and Space</b></p> <p>DM: Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons.</p> <p><b>NW:</b> Observe winter weather and seasonal changes. Explore simple features of space and the wider world.</p> <p><b>PCC:</b> Learn about Chinese New Year, Burns Night, Holi, and Shrove Tuesday. Talk about similarities and differences between places and celebrations.</p>	<p><b>What Lurks Below</b></p> <p>DM: Children observe and explore environments, materials, and natural phenomena. They compare and describe differences between places and communities.</p> <p><b>NW:</b> Explore soil, rivers, and the sea, noticing signs of spring. Observe plants growing and animals becoming more active. Compare environments and talk about simple differences between places.</p>	<p><b>All Creatures, Great and Small</b></p> <p>DM: Explore the natural world around them. Comment on images of familiar situations in the past.</p> <p><b>NW:</b> Learn about animals of different sizes. Observe seasonal changes in summer.</p> <p><b>PP:</b> Compare animals from the past and present. Talk about how the world has changed over time.</p>	<p><b>Community Explorers</b></p> <p>ELG: Children talk about the lives of people around them, their roles in society, and the natural world. They know some similarities and differences between the past and present and between different cultures and environments.</p> <p><b>PCC:</b> Talk about members of their family and community. Describe familiar people and their roles. Share what they know about animals, seasons, and celebrations. Compare similarities and differences between places, people, and times.</p>
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EAD	Creating with Materials (CWM) Being Imaginative & Expressive (BIE)	All Aboard  DM: Children safely explore a variety of materials and experiment with colour, shape, and texture. They use instruments, movement, and pretend play to express ideas and feelings.  CWM: Children explore buses using drawing, clay, collage, and colour mixing, creating their own bus artworks inspired by James Rizzi using Numicon.  BIE: Play instruments with increasing control to express feelings and ideas, creating vehicle sounds and experimenting with fast and slow rhythms. Engage in pretend play with familiar characters.	Let's Party  DM: Children explore materials and colours to represent ideas. They enjoy singing, dancing, and acting, linking creative work to cultural celebrations.  CWM: Explore colour and mixing, make a salt dough Christmas tree decoration, and create Kandinsky-inspired Christmas cards.  BIE: Enjoy and take part in action songs, rhymes, and music activities linked to cultural celebrations. Act out simple stories and take part in the Nativity performance.	Earth, Sky and Space  DM: Children use a range of materials and media to represent ideas. They respond to music and movement, and develop role play around imaginative topics.  CWM: Explore materials and ideas freely to create space collages with planets, textures, and shiny or dark materials inspired by Earth, sky, and space.  BIE: Respond to music with movement or drawing, moving and drawing to space-themed music or sounds. Role-play short scenes inspired by space.	What Lurks Below  DM: Children explore textures, forms, and media to develop creativity. They observe and discuss performances, and work collaboratively in imaginative play.  CWM: Join different materials and explore different textures, such as sea textures, sea creature models, water, sand, and slime.  BIE: Watch and talk about dance, music, and performances. Explore flowing/ocean movement and water-inspired dance. Make short storylines collaboratively with peers.	All Creatures, Great and Small  DM: Children explore natural materials and construction to develop creative ideas. They use music, drama, and role play to express ideas and develop storylines.  CWM: Use various construction materials to build habitats, shelters, nests, or jungles like Andy Goldsworthy using natural materials.  BIE: Perform songs or rhythms to others and develop storylines in pretend play, such as safari stories, woodland adventures, or animal role play.	Community Explorers  DM: Children confidently plan and create imaginative worlds. They use performance, music, and role play to express ideas and collaborate with peers.  CWM: Make imaginative and complex small worlds with blocks and construction kits, including community buildings, towns, shops, and emergency services.  BIE: Perform together and improvise. Take part in simple pretend play using objects to represent something else, exploring community roles such as doctor, firefighter, or post worker.
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