



## Howard Street Nursery

### 3-4 Year Old Knowledge Document

#### **Intent:**

At Howard Street Nursery School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

#### **Implementation:**

At Howard Street Nursery School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment using songs, nursery rhymes, and stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through themes, which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive News Letters and Knowledge organisers each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements will be made based on accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Theme	How am I special? / Find out all about me?	How does it work? / Why do things happen?	Can anyone be a Superhero? / Who lives here? (Fantasy)	How big will it grow? / Did I hatch from an egg?	Where do mini beasts live? / Which animals live on the farm?	Would you like to be a pirate?/What fun can we have with water?
	<b>Author - Martin Waddell</b> Owl Babies/Once there were giants	The Naughty Bus/What Ever Next Christmas stories	<b>Author – Julia Donaldson</b> Superworm/The Gruffalo	Jack and the Beanstalk/Nonfiction (Chicks)	<b>Author – Eric Carle</b> The Very Hungry Caterpillar /Non-Fiction (Farm Animals)	A range of pirate stories/A range of under the sea stories
LoC	Forest School Continuous Provision Allotment Walking around the local area – Where do I live?	Forest School Continuous Provision Making Rockets Outside Allotment	Forest School Continuous Provision Gruffalo Hunt Allotment Climbing	Forest School Continuous Provision Real chicks from eggs Healey Dell trip Allotment Walking	Forest School Farm Visit Continuous Provision Allotment	Forest School Continuous Provision Allotment Mini Splash

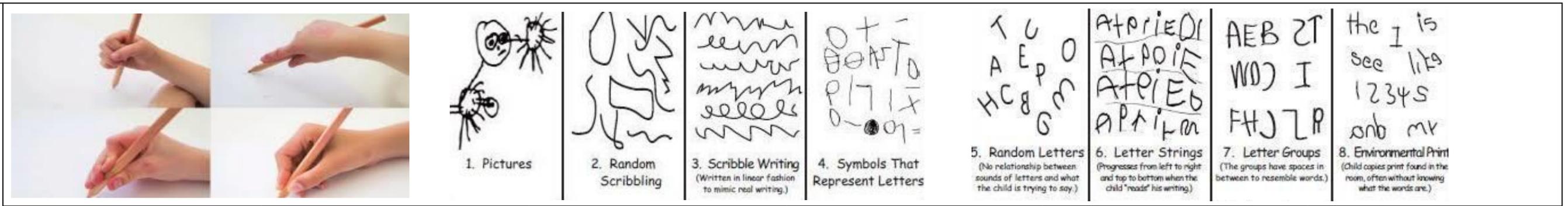
<b>Nursery Personal social and emotional Development</b>	I am beginning to separate from my 'Grown up' with the help of an adult.	I am beginning to understand our Behaviour for Learning – Good Sitting, Good Listening & Good Looking	I am confident and happy when arriving at Nursery.	I understand our behaviour for learning.	I can select and use activities and resources, with help when needed.	I can talk about behaviour for learning.
	I am beginning to hang up my coat and am able to choose an area to play in.	I have preferred areas I enjoy playing in.	I can hang my coat up and choose an area to play in.	I am happy to explore new areas with support from a familiar adult.	I know where my outdoor clothing belongs and am independent in putting my coat on and taking it off.	I am confident to explore new areas.
	I can play alongside others.	I am beginning to resolve things without snatching and hurting.	I am engaging with others through gestures, gaze and talk	I can talk with others to solve conflict.  I am happy for others to have a turn and accept that I might have to wait.  I will help a friend if they are upset.	I can play with others and I am beginning to extend and elaborate play ideas.	I can talk more confidently with others to solve conflict.  I can share and take turns with my friends.  I can show some understanding of others.
	I am beginning to follow the routine of Nursery with the help of the visual timetable.	With support from adults I can name the emotion and talk about how it makes me feel.	I can follow our daily routine with the help of a timetable.  I am beginning to find ways of managing transitions in the session .with the help of adults and visual prompts.	I can name and begin to talk about my emotions.	I am confident and can follow the Nursery routines.	I can talk about and manage my emotions. 'I'm sad because...'  I can explore emotions through play and stories.
	I will tidy up when prompted. With encouragement I will look after resources.	I am beginning to gain in confidence because my familiar adult is nearby.	I can look after resources and keep the classroom tidy.	I will become more outgoing with unfamiliar people in the classroom environment.	I am beginning to understand and remember the rules of the classroom and know why they are important.	I will show more confidence in new social situations
	When prompted I can wash my hands after using the toilet and before eating my snack.	With support I can be encouraged to keep trying in my play when difficulties arise.	I can wash my hands after using the toilet and before I eat snack.	When difficulties arise I am beginning to keep trying in my play.	I can talk about why we need to wash our hands.	When difficulties arise I can keep trying in my play and learning.

	<b>Vocabulary</b> Tidy up Friend Share Play Happy, sad, angry	<b>Vocabulary</b> Tidy up Friend Share Play Happy, sad, angry Germs	<b>Vocabulary</b> Tidy up Friend Share Play Happy, sad, angry Germs			
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<b>Nursery Communication and Language</b>	<b>Speaking</b> I can use gestures like waving and pointing to communicate.	<b>Speaking</b> I can make myself understood.  I can start to develop conversation, I might jump from topic to topic.  I can begin to say how I am feeling as well as through my actions.	<b>Speaking</b> I can use the speech sounds p, b, m, w.  I can say multi-syllabic words such as banana and computer.  I can use a wide range of words when I'm talking.  I can retell familiar stories in my own words.	<b>Speaking</b> I can start to take turns when talking to my friends or adults.  I can talk to my friends when I am playing.  I can sing lots of different songs.  I know some songs and rhymes.	<b>Speaking</b> I can talk about familiar books.  I can retell a longer story.  I can use the correct tense and plurals when talking.  I can speak clearly.  I can speak using longer sentences between four to six words.  I can explain my point of view with words and actions when I don't agree.	<b>Speaking</b> I can start to take turns when talking to an adult or friend.  I can use talk to organise myself and others when playing.  I can speak in sentences of four to six words.  I can uses sentences joined up with words like and / or / because.  I can talk about what I am going to do using the future tense.  I can speak about what has happened using the past tense.
	<b>Listening</b> I can copy an adult's gestures and words.	<b>Listening</b> I can join in with listening games (BLAST)	<b>Listening</b> I can listen to others with interest.	<b>Listening</b>	<b>Listening</b> I enjoy listening to longer stories	<b>Listening</b>
	<b>Understanding</b> I can understand single words in context.  I can recognise and point to objects if asked about them.  I can understand frequently used words such as 'all gone', 'no' and 'bye bye'  I can understand and follow simple instructions.	<b>Understanding</b> I can focus on an activity of their choice.  I can join in with pretend play.	<b>Understanding</b> I can listen to simple stories and understand what is happening, with the help of the pictures.  I can pay attention for a longer time to more than one thing.	<b>Understanding</b> I can understand a question or instruction that has two parts.  I can understand 'who/what' questions.	<b>Understanding</b>	<b>Understanding</b>

Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening
Speak Join in	Listen Follow Instruction	Speak Join in Recount Retell	Listen Follow Instruction	Speak Join in Recount Retell Describe Conversation	Listen Follow Instruction Conversation Rhyme	Speak Join in Recount Retell Describe	Listen Follow Instruction Conversation Rhyme	Speak Join in Recount Retell Describe Explain	Listen Follow Instruction Conversation Rhyme	Speak Join in Recount Retell Describe Explain	Listen Follow Instruction Conversation Rhyme

<b>Nursery Physical Development</b>	I am beginning to use the bathroom with support. I can try a wider range of fruits and vegetables at snack time.	I can wash and dry my hands with support.	I can use the toilet independently.	I can wash and dry my hands independently.		I know what I need to do to be healthy and can talk about it.
	I am beginning to know where my coat is kept and how to hang it on a peg.	I am beginning to put my own coat on.	I am beginning to manage buttons and zips.	I can put my own coat on and manage the buttons and zips.		
	I am beginning to join in with dough disco and squiggle while you wiggle.	I can choose my own mark making tools, hold them and make marks on paper. I may swap hands.		I have a dominant hand and my pencil grip is developing.		I am developing a comfortable/appropriate pencil grip and have good pencil control.
	I can choose the right resources to carry out my activity.		I can work with others to move large items in the outdoors.		I can use a range of large apparatus safely.	
	I am becoming more confident when moving around the indoor and outdoor provision.	I am confident to join in with action songs, join in with games and follow 'Just dance' routines.	I can move in a variety of ways; walk, run, jump and climb.	I can skip, hop, stand on one leg and freeze when playing musical statues.	I can learn new movements.	I can confidently move in different ways.
	I am beginning to kick, throw and catch balls.	I can begin to use the stairs on my own.	I can kick, throw and catch a ball with more confidence.	I can go up and down stairs using alternate feet.	I can play games involving a ball.	I am confident climbing up and down the stairs.
	I can use one hand to squeeze the loop scissors to make snips in paper.	I can cut out shapes using one hand to squeeze the loop scissors.		I can use scissors to make snips in paper.	I am beginning to use scissors to cut out shapes.	
	I can use large muscle movements to wave flags and streamers, paint and make marks outside.	I am beginning to balance on a scooter and tricycle.	I can move with some control and grace.	I can clap and stamp to music.	I can ride a scooter and a tricycle.	I can develop my body strength by balance, co-ordination and agility.
	<b>Vocabulary</b> Healthy Fruit Vegetable Name some fruits and vegetables Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip	<b>Vocabulary</b> Backwards, forwards, tip toe, gallop, march	<b>Vocabulary</b> Scooter Tricycle Balance bike	<b>Vocabulary</b> Kick, throw, catch Pencil grip Scissors, cut, snip Kick, throw, catch Skip, hop, balance, freeze	<b>Vocabulary</b> Forwards, backwards, sideways, up and down	<b>Vocabulary</b> Healthy Name some healthy foods and drink balance

						
<b>Nursery Writing</b>	<p>I enjoy drawing freely.</p> <p>I sometimes add marks to my drawings, which I give meaning to e.g 'That's my Mummy'</p> <p>I am beginning to show a preference for which hand I hold my writing tool in.</p>	<p>I enjoy drawing and talking about my pictures.</p> <p>I make marks on my picture that represents my name.</p> <p>I am beginning to make marks that represent writing. (squiggles/zigzags/circles)</p>	<p>I can write some of the letter in my name.</p> <p>I can make marks that represents writing. (squiggles/zigzag/circles)</p>	<p>I can write some of the letters in my name.</p> <p>I can make marks that represent writing.</p> <p>I know that writing goes from left to right.</p> <p>I can tell you what my writing says.</p>	<p>I can write my name</p> <p>I am beginning to use some of my print knowledge in my writing.</p> <p>I can use letter shapes in my writing.</p> <p>I can tell you what my writing says.</p>	<p>I can write my name forming the letters correctly.</p> <p>I am beginning to use more of my print knowledge in my writing.</p> <p>I can write some letters accurately.</p> <p>I can tell you what my writing says.</p> <p>I can hold my pencil with an appropriate grip.</p>
	<p><b>Vocabulary</b></p> <p>Drawing Mark making Hand Grip</p>	<p><b>Vocabulary</b></p> <p>Drawing Mark making Writing Hand Grip</p>	<p><b>Vocabulary</b></p> <p>Letter shapes</p>	<p><b>Vocabulary</b></p> <p>Left to right</p>	<p><b>Vocabulary</b></p> <p>Letter shapes</p>	<p><b>Vocabulary</b></p> <p>Letter shapes</p>

<b>Nursery Reading</b>	<p>I can listen, make, remember, repeat and talk about different musical sounds.</p> <p>I enjoy songs and rhymes and I am beginning to say some of the words.</p> <p>I can copy finger movements and gestures.</p> <p>I enjoy sharing a book with an adult.</p> <p>I can pay attention and respond to the pictures or the words.</p> <p>I am beginning to have some favourite books and seek them out, to share with an adult or another child.</p>	<p>I can listen, join in and move in different ways.</p> <p>I can keep a steady beat and start to hear the syllables in words.</p> <p>I can sing 3 Nursery rhymes.</p> <p>I can repeat words and phrases from familiar stories.</p> <p>I am beginning to ask questions about the book. Make comments and share my own ideas.</p> <p>I can use story props to retell a story.</p> <p>I am beginning to predict what might happen next.</p>	<p>I can join in, hear, match and make rhymes.</p> <p>I can hear, join in and match initial sounds in words</p> <p>I can count or clap syllables in words.</p> <p>I can spot and suggest words that rhyme.</p> <p>I can sing 5 Nursery rhymes.</p> <p>I am beginning to know that print has meaning.</p> <p>I am beginning to know that print can have different purposes.</p>	<p>I can hear, say, remember and repeat all the spoken sounds in simple words.</p> <p>Follow the Nursery read write inc programme</p> <p>I know that print has meaning.</p> <p>I know that print can have different purposes.</p>	<p>Follow the Nursery read write Inc programme</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I am beginning to know about the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Different purposes</li> <li>• We read from left to right and from top to bottom.</li> <li>• Name the different parts of a book.</li> </ul> <p>I can talk about stories in more detail.</p> <p>I can ask some questions.</p> <p>I can predict what might happen next.</p>	<p>Follow the Nursery read write Inc programme</p> <p>I can recognise words with the same initial sound, such as money and mother.</p> <p>I know about the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Different purposes</li> <li>• We read from left to right and from top to bottom.</li> <li>• Name the different parts of a book.</li> </ul>
	<p><b>Vocabulary</b> Musical instrument names Loud/quiet Pictures/print book</p>	<p><b>Vocabulary</b> Beat Syllables Picture/print book</p>	<p><b>Vocabulary</b> Rhymes Rhyming words Syllables print</p>	<p><b>Vocabulary</b> Print Letter/card/list</p>	<p><b>Vocabulary</b> Letter shapes Left to right Top to bottom Front cover, Page Spine</p>	<p><b>Vocabulary</b> Letter shapes Left to right Top to bottom Front cover, Page Spine</p>

<b>Nursery Maths</b>	<p>I can recognise, name and match colours.</p> <p>I can sort objects by various attributes.</p> <p>I can continue an AB pattern.</p>	<p>I can use the language of size.</p> <p>I am beginning to use one-one principles, stable order principle, cardinal principle, abstraction principle, order irrelevance principle.</p>	<p>Exploring and understanding number 1, 2 and 3.</p>	<p>Exploring and understanding 4, 5 and 6.</p>	<p>I can talk about the properties of shapes.</p> <p>I can order the events of the day.</p> <p>I know about long, short and tall.</p> <p>I can compare different lengths.</p>	<p>I can talk about light and heavy and make comparisons.</p> <p>I can talk about full, half full, empty and make comparisons.</p>
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	<p>I can stack objects.</p> <p>I can put objects inside others and take them out again.</p> <p>I can join in with number songs.</p> <p>I can use the words lots, more or same.</p> <p>I know some counting like behaviour.</p> <p>I can talk about and identify some patterns.</p> <p>I can notice and correct an error in a repeating pattern</p>	<p>I can compare sizes and can use the language of size bigger, little and smaller.</p> <p>I can count in everyday contexts. (I may skip numbers)</p> <p>I can recognise up to 3 objects without counting (subitising)</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p>	<p>I can show finger numbers up to 3.</p> <p>I can link numerals and amounts: Show the right number of objects to match the numeral, up to 3.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real mathematical problems with numbers up to 3.</p>	<p>I can show finger numbers up to 5.</p> <p>I can link numerals and amounts: Show the right number of objects to match the numeral, up to 5.</p> <p>I can count in everyday contexts.</p> <p>I can recognise up to 5 objects without counting (subitising)</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real mathematical problems with numbers up to 5.</p> <p>I can use the language: more than, fewer than.</p>	<p>I can talk about and explore 2D and 3D shapes.</p> <p>I can use informal and mathematical language when talking about shapes: sides, corners, straight, flat and round.</p> <p>I can combine shapes to make a new one.</p>	<p>I can understand position through words alone. (in, on, under, up, down, besides and between)</p> <p>I can describe a familiar route.</p> <p>I can begin to describe a sequence of events using words such as first, then.</p>
	<p><b>Vocabulary</b> Lots More Same as Number names Counting How many? Patterns Repeating pattern</p>	<p><b>Vocabulary</b> Big, small, little, smaller, bigger 1,2,3,4,5</p>	<p><b>Vocabulary</b> Number names</p>	<p><b>Vocabulary</b> More than Fewer than</p>	<p><b>Vocabulary</b> Name some 2D and 3D shapes Sides, corners, straight, flat and round</p>	<p><b>Vocabulary</b> In, on, under, up, down and between First next, then</p>

<p>Nursery Knowledge and Understanding of the World</p>	<p>Working Scientifically What can we do with our eyes, ears, mouth, hands and nose?</p>	<p>Working Scientifically Why does it move slowly/quickly? Why is it moving?</p>	<p>Working Scientifically What can I see, touch, smell and hear?</p>	<p>Working Scientifically What can you see growing and changing?</p>	<p>Working Scientifically Why do you think the caterpillar got fat?</p>	<p>Working Scientifically How will the sea creatures escape from the ice?</p>
	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can sort and begin to say how I have grouped them.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can begin to record my experiences using pictures.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can begin to record my experiences using pictures.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can record my experiences using pictures.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can record my experiences using pictures.</p>

	<p>I can explore materials with different properties.</p> <p>I can explore natural materials, indoors and outside.</p> <p>I can name some body parts and know what do. e.g. ears - hear</p> <p>I can talk about my family.</p> <p>I can notice differences between people.</p> <p>I can begin to make sense of my own life story and my family's history.</p> <p>I am beginning to talk about home and where I live.</p>	<p>I can explore collections of materials with similar and/or different properties.</p> <p>I can explore moving toys.</p> <p>I can say how toys move.</p> <p>I can begin to talk about what I see. (changing seasons)</p> <p>I can learn new words.</p> <p>I can explore how things work. (torches, cameras, Bee Bots and wind-up toys)</p>	<p>I am happy to explore our wild garden.</p> <p>I am beginning to talk about what I can see.</p> <p>I can learn new works linked to the forest.</p> <p>I am beginning to talk about home and their experiences outside school.</p>	<p>I can plant seeds and care for growing plants.</p> <p>I am beginning to understand the key features of the life cycle of a plant and an animal.</p> <p>I am beginning to understand the need to respect and care for the natural environment and living things.</p> <p>To encourage children's exploration, curiosity, appreciation and respect for living things.</p>	<p>I can name and talk about animals/insects.</p> <p>I can begin to talk about the life cycle of a caterpillar.</p> <p>I can care for growing plants.</p>	<p>I can care for growing plants.</p> <p>I can explore frozen water. I can talk about what happens to the water when it's frozen and what happens when it melts.</p> <p>I know that there are different countries in the world.</p> <p>I can talk about the differences that they have experienced or seen in photos.</p>
	<p><b>Vocabulary</b> Autumn Leaves Rocks Body parts Senses Past Ago Family tree New/old</p>	<p><b>Vocabulary</b> Winter Push/pull Fast/slow Forwards/backwards</p>	<p><b>Vocabulary</b> Wet Dry Nature Winter Leaves Branch Name some common trees Woods</p>	<p><b>Vocabulary</b> Spring Leaves Seeds Egg, chick, chicken Feathers (wet/dry) Crack Beak Incubator</p>	<p><b>Vocabulary</b> Farm animals Insects Egg, caterpillar, cocoon, butterfly</p>	<p><b>Vocabulary</b> Summer World Country  Warm Cold Ice Melts/melting frozen</p>

<b>Nursery Expressive Art and Design</b>	<p><b>Music</b> I am beginning to enjoy moving to music. I am beginning to join in with songs and rhymes. I can explore a range of sound makers and instruments. I can play instruments in different ways.</p>	<p><b>Music</b> I am beginning to tap lummi sticks to the beat of the music.</p>	<p><b>Music</b> I enjoy moving and dancing to music.  I can sing at least 3 Nursery rhymes or songs.</p>	<p><b>Music</b></p>	<p><b>Music</b> I can move confidently to music. I can remember and sing at least 5 songs or rhymes. I can play instruments with increasing control.</p>	<p><b>Music</b></p>
	<p><b>Story telling/Role Play/Being imaginative</b> I am beginning to take on a role in the home corner.</p>	<p><b>Story telling/role Play/Being imaginative</b> I am taking part in simple pretend play</p>	<p><b>Story telling/Role play/Being imaginative</b> I am beginning to tell stories whilst using small world toys.  I can create closed shapes with continuous lines and begin to use these shapes to represent their ideas.</p>	<p><b>Story telling/Role play/Being imaginative</b> I am beginning to build imaginative and small worlds using blocks or construction kits.</p>	<p><b>Story telling/Role play/Being imaginative</b> I can tell simple stories whilst using block and small world play.</p>	<p><b>Story telling/Role play/Being imaginative</b> I can tell stories confidently through my play.</p>
	<p><b>Painting</b> I can explore paint, using fingers and hands as well as paint brushes.</p>	<p><b>Painting</b> I can use brushes and tools to paint pictures.</p>	<p><b>Painting</b> I am beginning to explore colour mixing.</p>	<p><b>Painting</b> I can show emotions in my drawings and paintings.</p>	<p><b>Painting</b></p>	<p><b>Painting</b> I can mix paint to make new colours. Look at the artist Kandinsky.</p>

	I can begin to talk about what I can see and like about the work of an artist.					I can beginning to talk about what I can see and like about the work of another artist.
	<b>Drawing</b> I am beginning to make marks	<b>Drawing</b> I am beginning to draw simple pictures.	<b>Drawing</b>	<b>Drawing</b> I can draw using a variety of resources.	<b>Drawing</b>	<b>Drawing</b> I can draw with increasing detail.
	<b>Modelling and collage</b> I am beginning to investigate different materials in the creative area. Look at the artist Giuseppe Arcimboldo. I can make faces using fruit and vegetables. I can begin to talk about what I can see and like about the work of another artist.	<b>Modelling and collage</b> I can join materials using a glue stick.	<b>Modelling and collage</b> I can join materials using glue and a glue spreader and explore different texture.	<b>Modelling and collage</b> I can join materials using tape and explore different textures.	<b>Modelling and collage</b> I can begin to make a choice about how I join materials together.	<b>Modelling and collage</b> I can begin to talk about my choices of materials and how I have chosen to join them together.
	I am beginning to talk about my art work.	I am beginning to talk about my artwork.	I can talk about my art work	I am beginning to express some emotions in my art work.	I am beginning to talk about my artwork and explain some of the choices I have made.	I am beginning to talk about my artwork and explain some of the choices I have made.
	<b>Vocabulary</b> Name some instruments. Shake, tap, tip, Fast/slow Loud/quiet Paint Print Mix Colour names Paint brushes Name some materials: ribbon, card, paper, feathers, sticks etc. Picture	<b>Vocabulary</b> Lummi sticks Fast/slow Loud/quiet Paint Print Mix Name colours Paintbrushes Combs Sponges for printing Glue stick Fix Join Draw	<b>Vocabulary</b> Glue Glue spreaders Mixing Name colours Bright Name some materials: ribbon, card, paper, feathers, sticks etc. Paper, Pencil, Crayon, Felt tip Join Swirl	<b>Vocabulary</b> Name some emotions Masking tape Sellotape Name colours Name some materials: ribbon, card, paper, feathers, sticks etc. Fix, join	<b>Vocabulary</b> Name some materials Name some instruments Fast/slow Loud/quiet beat	<b>Vocabulary</b> Name colours Mixing