

Newnham St Peter's C of E Primary School

EYFS – Nursery and Reception

Skills and knowledge progression



| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Statutory Educational programme | | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Communication and Language | Nursery Development Matters (3-4 Years) | <p><u>Listening, Attention and Understanding</u> To enjoy short stories in one-to-one interactions. To respond to short, familiar stories by pointing out objects and pictures in a story.</p> <p><u>Speaking</u> To respond to a friend or adult. To communicate wants and needs using simple, limited talk. To use vocabulary which is familiar and relevant to them. To listen to songs and rhymes and show awareness of the tune.</p> | <p><u>Listening, Attention and Understanding</u> To enjoy listening to stories in a small group. To understand ‘how’ questions</p> <p><u>Speaking</u> To respond to a friend or adult and continue the conversation. To communicate using short phrases. To use vocabulary which is familiar and relevant to them. To listen to songs and rhymes and begin to join in as a group.</p> | <p><u>Listening, Attention and Understanding</u> To enjoy listening to longer stories, remembering some of what happens. To understand ‘where’ and ‘who’ questions. Begin to follow instructions with 2-key words.</p> <p><u>Speaking</u> To start a conversation with a friend or adult and continue it. To communicate using short phrases. To begin to build new vocabulary based on their experiences. To know some songs & rhymes and begin to join in as a group.</p> | <p><u>Listening, Attention and Understanding</u> To enjoy listening to longer stories, remembering much of what happens and join in with repeated refrains. To understand ‘when’ questions. Follow instructions with 2-key words.</p> <p><u>Speaking</u> To express my opinion in short sentences. To begin to build new vocabulary based on their experiences and use to organise their play. To know songs and rhymes and sing these independently in play and within a group.</p> | <p><u>Listening, Attention and Understanding</u> To understand an instruction or question which has two parts. To understand ‘what’ questions. Begin to follow instructions with 3-key words.</p> <p><u>Speaking</u> To express a point of view and debate when they disagree with a friend or adult. To begin to communicate with longer sentences. To use a wider range of vocabulary e.g. scientific or story language. To know many songs and rhymes and share these to peers and adults.</p> | <p><u>Listening, Attention and Understanding</u> To understand and follow independently, an instruction or question which has two or three parts. To understand ‘why’ questions. Follow instructions with 3-key words.</p> <p><u>Speaking</u> To express a point of view and debate when they disagree with others using actions or words To begin to communicate with longer sentences of 4 to 6 words. To use a wider range of vocabulary e.g. scientific or story language. To know many songs and rhymes and share these with others.</p> |
| | | <p><u>End of Nursery goals:</u> To speak in sentences of 4 to 6 or more words. To use some future and past tenses correctly e.g. I went to the shop. I am going on holiday. To understand and respond appropriately to a ‘why’ question.</p> | | <ul style="list-style-type: none"> To be able to sit for short, carpet time teaching (like listening to a story). To communicate with peers whilst they play, making relevant comments to the conversation / activity. To enjoy listening to stories and talking about the pictures and what happened in the story with an adult. | | | |

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| Reception | Development Matters (Reception) | <p><u>Listening, Attention and Understanding</u> To understand how to listen carefully during a story. To follow a story with props and pictures. To begin to follow unfamiliar two-part instructions.</p> <p><u>Speaking</u> To begin to say words with more syllables. E.g. Elephant, tomato. To begin to have longer conversations with others. To learn new rhymes, songs and poems.</p> | <p><u>Listening, Attention and Understanding</u> To show interest in new words in stories. To ask and respond to questions during a story. To listen to and then follow a simple instruction when in a class group. E.g. Please line up.</p> <p><u>Speaking</u> To explain my understanding of stories in simple sentences, stating what happened and what might happen next. To ask the meaning of new words and sometimes use them in my own speech. To learn new rhymes, songs and poems and join in.</p> | <p><u>Listening, Attention and Understanding</u> To respond appropriately during simple conversations. To listen to a whole story and remember the key points. To understand the meaning of a variety of new words.</p> <p><u>Speaking</u> Begin to use sentences that are well formed. (With some grammar inaccuracies). To begin to say words with blends more clearly. E.g. spot, pram. To begin to use conjunctions such as 'and', 'but', 'so' to connect their ideas.</p> | <p><u>Listening, Attention and Understanding</u> To ask if I don't understand something. To listen to a whole story and comment on what is happening. To listen to and then follow a more complex instruction when in a class group.</p> <p><u>Speaking</u> To use sentences that are well formed. (With some grammar inaccuracies) To understand a range of related words to describe concepts. To ask the meaning of new words and use them in speech. To learn new rhymes, songs and poems and share confidently.</p> | <p><u>Listening, Attention and Understanding</u> To identify the main characters in a story and talk about their feelings. To begin to ask an array of questions about the story to clarify understanding.</p> <p><u>Speaking</u> To hold a conversation with others, providing more detail to events. To apply new vocabulary to different contexts. To articulate ideas and thoughts in well-formed sentences.</p> | <p><u>Listening, Attention and Understanding</u> To link events in a story to their own experiences. To ask an array of questions about the story to clarify understanding.</p> <p><u>Speaking</u> To hold a conversation with others, providing more detail to events. To continue to apply new vocabulary to different contexts. To use their experiences to create new songs, poems and rhymes.</p> |
| | <p><u>End of Reception goals (ELG)</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what I have heard and ask questions to clarify my understanding. Hold conversations when engaged in back and forth exchanges with my teachers and peers. | <p><u>Listening and Attention</u></p> | <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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 their teacher. | | | | |

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| Statutory Educational Programme | | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | | |
| Personal, Social and Emotional Development | Nursery | Development Matters (3-4 Years) | <p>Self-regulation To separate from main carer to come into nursery. To talk about feelings.</p> <p>Managing self To begin to develop an awareness of the classroom rules and routines. To begin to learn to wash and dry their hands before eating and after using the toilet. Begin make choices about their snack with support. To know that drinking water/milk helps to keep them healthy.</p> <p>Building relationships To know how to play alongside one another.</p> | <p>Self-regulation To know which adults can help them in nursery. To recognise when they might be feeling a certain way.</p> <p>Managing self To continue to develop an awareness of the classroom rules and routines. To continue to learn to wash and dry their hands before eating and after using the toilet. To know examples of healthy food.</p> <p>Building relationships To know how to play games and activities in a group, with adult support.</p> | <p>Self-regulation To become more confident with visitors in a nursery. To respond appropriately to some of their feelings.</p> <p>Managing self To know how to look after resources by tidying up at the end of their play. To wash and dry hands before eating and use the toilet with more independence. To make their snack choices independently. To know that exercise keeps them healthy.</p> <p>Building relationships To share resources and play in a group.</p> | <p>Self-regulation To show confidence walking around the setting and local environment. To begin to understand how others might be feeling.</p> <p>Managing self To work with others to look after resources. To wash and dry hands before eating and use the toilet with more independence. To make their snack choices independently. To know how to keep their teeth clean and healthy.</p> <p>Building relationships To share resources and play in a group.</p> | <p>Self-regulation To show confidence when visiting unfamiliar places e.g. trips To consider the feelings of others using stories.</p> <p>Managing self To remember and follow classroom rules. To wash and dry hands before eating and use the toilet independently. To know how often they need to brush their teeth to keep them clean. To understand the importance of keeping themselves safe around water e.g. school pond.</p> <p>Building relationships To take turns whilst playing and wait patiently to have a go.</p> | <p>Self-regulation To show confidence with unfamiliar people and places e.g. transition opportunities ready for school. To begin to understand how others might be feeling and offer comfort when others are distressed.</p> <p>Managing self To remember and follow classroom rules. To wash and dry hands before eating and use the toilet independently. To make healthy exercise, food and tooth brushing choices. To develop their understanding of how to keep themselves safe e.g. strangers</p> <p>Building relationships To listen to a friend and begin to find a compromise with support.</p> |
| | | | <p>End of Nursery goals:</p> <ul style="list-style-type: none"> To be able to play alongside other children in the setting independently. To be able to understand and follow the class and setting rules. To have at least one good friend who they share experiences with. To begin to understand how others are feeling and show empathy is a child is sad or upset. To be able to share resources, sometimes needing support from an adult. | | <ul style="list-style-type: none"> To be able to move from activity to activity independently during child initiated time, sometimes with support from an adult. To be able to manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes, wash hands). | | | |

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| Reception | Development Matters (Reception) | <p>Self-regulation To see themselves as unique by sharing their hobbies, interests. I am aware of my own feelings and know that some actions and words can hurt others' feelings</p> <p>Managing self To know how healthy eating is important for their health. To know the school and classroom rules. To select and use resources with support. To put away and collect their belongings with support.</p> <p>Building relationships To name teachers, peers and familiar adults. To begin to initiate play and conversation with others. To know how to listen to others with respect.</p> | <p>Self-regulation To recognise others as unique, by discussing the similarities and differences between themselves and others. To recognise when they might feel a wider range of feelings.</p> <p>Managing self To dispose of their empty cups, plates, food waste correctly after snack and lunch with more independence. To know how regular exercise is important for their health. To know the school and classroom rules and follow these.</p> <p>Building relationships To initiate play and conversation with others and demonstrate friendly behaviour. To know how to treat others in our class.</p> | <p>Self-regulation To know how to make the right choice and the consequences of not doing so. To respond appropriately to a wider range of feelings.</p> <p>Managing self To have an awareness of why we need to follow the school and classroom rules. To dress and undress for PE with more independence. To put away and collect their belongings independently.</p> <p>Building relationships To initiate conversations and take account of what others say. To begin to take steps to resolve conflicts with other children e.g. finding a compromise. To play in a group and begin to extend and elaborate play ideas with support e.g. developing a role-play activity with other children.</p> | <p>Self-regulation To know the effects of their behaviour on others. To understand their actions have consequences.</p> <p>Managing self To take more responsibility for keeping their classroom welcoming and tidy. To know how regular teeth brushing is good for their health. To begin to recall our school values and know what these words mean.</p> <p>Building relationships To initiate conversations and take account of what others say. To know how to express their opinion and understand it is okay to have a different opinion to a friend. To play in a group and extend and elaborate play ideas e.g. developing a role-play activity with other children.</p> | <p>Self-regulation To develop a range of strategies to use to help them calm down if they are feeling angry/sad. To know when and how to respond to a friend, showing sensitivity when needed.</p> <p>Managing self To take responsibility for keeping their classroom welcoming and tidy. To know about the importance of a good sleep routine for their health. To understand the importance of staying safe around water.</p> <p>Building relationships Begin to know how to resolve a problem by talking it through with a friend or adult.</p> | <p>Self-regulation To know how to overcome challenges. To offer reasons for how a person is feeling.</p> <p>Managing self To support others to share responsibility for keeping their classroom welcoming and tidy. To understand the importance of keeping themselves safe around roads.</p> <p>Building relationships To know how to resolve a problem by talking it through with a friend or adult.</p> |
| | | <p>End of Reception goals (ELG)</p> <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 activity, and show an ability to follow instructions involving several ideas or actions. | <p>Self-regulation</p> <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. | <p>Managing Self</p> <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 their own and to others' needs. | <p>Building Relationships</p> | | |

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| Statutory Education Programme | | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | |
| Physical Development | Nursery Development Matters (3-4 Years) | <p>Gross Motor Skills To roll a large ball over a line. To walk around a large space with some awareness of obstacles. To climb up ramps, ladders, hills confidently. To begin to ride a scooter.</p> <p>Fine Motor Skills To hold a pen/pencil comfortably to make marks. To begin to pour milk from a lidded jug at snack time. To explore using playdough tools in the malleable area.</p> | <p>Gross Motor Skills To throw a large ball with two hands. To begin to run and jump around a space with increased confidence. To begin to climb stairs using alternate feet. To begin to pedal on a tricycle.</p> <p>Fine Motor Skills To pull clothing up and down for the toilet. To explore using scissors to make snips in paper. To pour milk from a lidded jug at snack time. To explore using playdough tools in the malleable area.</p> | <p>Gross Motor Skills To catch a large ball or beanbag from a short distance. To begin to hop and be able to change legs. To continue to climb stairs using alternate feet with increased confidence. To confidently ride a scooter.</p> <p>Fine Motor Skills To put on their own coat. To hold a pen/pencil comfortably to make marks and begin to show some control. To begin to use a safety knife to cut fruit at snack time. To demonstrate control when threading through large holes.</p> | <p>Gross Motor Skills To kick a large ball over a line. To begin to know how to skip. To confidently ride a tricycle and change direction.</p> <p>Fine Motor Skills To put on their own coat. To explore using scissors to make snips in paper with more control. To demonstrate a preference for a dominant hand. To use a safety knife with increased control to cut fruit at snack time.</p> | <p>Gross Motor Skills To kick a large ball at an intended target. To march around a space with confidence and control. To stand on one leg and begin to balance. To begin to use a balance bike.</p> <p>Fine Motor Skills To zip up their coat once it has been started. To begin to demonstrate a four-finger grip when mark making. To begin to peel their own fruit at snack time. To begin to demonstrate increased control when using pincer movements with fingers.</p> | <p>Gross Motor Skills To dance to music they like using a range of large-scale movements. To begin to work together to carry large items such as planks of wood. To use a balance bike with increased confidence and control.</p> <p>Fine Motor Skills To zip up their coat once it has been started. To show control over writing implements when mark making. To peel their own fruit at snack time.</p> |
| | | <p>End of Nursery goals:</p> <ul style="list-style-type: none"> To be able to make marks on paper confidently using a four finger grasp. To be able to use scissors confidently and safely to make snips in paper. To be able to catch a large ball. | | <ul style="list-style-type: none"> To be able to climb using outside apparatus and steps. To be able to walk and run with increased confidence, without falling over. To be able to use the nursery trikes and scooters with minimal support. | | | |

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| Reception | Development Matters (Reception) | <p>Gross Motor Skills To begin to draw lines and circles in the air and on the floor, using their whole arm. To move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. To begin to run, negotiating space successfully, adjusting speed or direction to avoid obstacles or other children.</p> <p>Fine Motor Skills To begin to develop a modified tripod grip for writing. To use scissors to make controlled snips in paper. To put their coat on independently and begin to zip or button it up with support. To dress and undress for PE with some support.</p> | <p>Gross Motor Skills To draw lines and circles in the air and on the floor, balancing well and using whole arm and body. To move in a range of ways using apparatus, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor Skills To write using a tripod grasp in their dominant hand. To use scissors to cut along a straight line. To put their coat on independently and begin to zip or button it up with minimal support. To dress and undress for PE with some support.</p> | <p>Gross Motor Skills To explore different ways of pushing, rolling and bouncing a ball. To begin to throw different sized balls at given targets. To catch different sized balls from longer distances. To jump off a step, land on the floor with two feet and bend my knees.</p> <p>Fine Motor Skills To demonstrate correct posture for writing. To use scissors to cut along a curved line. To use a knife and fork at dinner time. To dress and undress for PE with minimal support.</p> | <p>Gross Motor Skills To show increasing control over an object in pushing, patting, throwing, catching or kicking it. To throw different sized balls at given targets from longer distances. To travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Fine Motor Skills To begin to form some letters correctly. To use scissors to cut out shapes. To thread a simple shape independently. To use a knife and fork with precision at dinner time. To dress and undress for PE with minimal support.</p> | <p>Gross Motor Skills To move safely with consideration for themselves and others. To catch different sized balls using two hands. To manage own risks when travelling over, under and through apparatus. To jump safely from apparatus and large equipment, landing carefully on two feet.</p> <p>Fine Motor Skills To write using an effective tripod grip. To form many letters correctly. To use scissors with control for different purposes. To use a range of tools, such as paint brushes, pencils etc. with increasing control. To dress and undress for PE independently.</p> | <p>Gross Motor Skills To continue to move safely with consideration for themselves and others. To catch different sized balls from a longer distance. To add movements together to form a sequence. To move energetically using a range of travelling styles e.g. running, jumping, skipping.</p> <p>Fine Motor Skills To write using an effective tripod grip. To form most letters correctly. To use scissors with control for different purposes. To use a range of tools, such as paint brushes, pencils etc. confidently and with control. To dress and undress for PE independently.</p> |
| | <p>End of Reception goals (ELG)</p> <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. | | <p>Gross Motor Skills</p> | | <p>Fine Motor Skills</p> <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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. | | |

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| Statutory Educational Programme | | | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | | | | |
| Literacy | Nursery | Development Matters (3-4 Years) | <p>Comprehension To listen to a range of stories. To recognise logos. To find and explore the parts of a book – e.g. the front cover.</p> <p>Word Reading To notice rhymes. To recognise their name from a small selection of name cards. To enjoy listening to stories.</p> <p>Writing To draw horizontal and vertical lines. To demonstrate awareness of alliteration.</p> | <p>Comprehension To listen to stories and comment on some key events and characters. To repeat words and phrases from familiar stories.</p> <p>Word Reading To clap the syllables in their name. To recognise their name from a larger selection of name cards. To enjoy choosing and exploring books.</p> <p>Writing To draw circles. To make marks with a variety of materials.</p> | <p>Comprehension To start to develop play around their favourite stories, using props. To know print has different purposes by exploring menus, magazines, newspapers, labels. To find and explore the parts of a book – e.g. the title.</p> <p>Word Reading To recognise letters of significance e.g. E for Erin. To notice and suggest their own rhymes. To recognise their name in the environment.</p> <p>Writing To draw diagonal lines.</p> | <p>Comprehension To sequence events from stories they have heard. To know how to turn the pages of a book carefully. To learn new vocabulary from books and narratives.</p> <p>Word Reading To begin to recognise more letters e.g. M for Mummy. To recognise when words have the same initial sounds. To recognise their name in the environment. To clap the syllables in a range of words.</p> <p>Writing To begin to show an interest in writing letters. To make large marks e.g. chalk, water painting.</p> | <p>Comprehension To know that we read from left to right and top to bottom. To find and explore the parts of a book – e.g. the author and illustrator.</p> <p>Word Reading To recognise their name in different contexts. To hear the sounds in words and begin to blend them together. To enjoy sharing books with adults.</p> <p>Writing To know how to write some letters in their name. To begin to write the initial sounds in words.</p> | <p>Comprehension To retell some familiar stories. To recognise a range of signs e.g. bus stop, parking. To learn new vocabulary from books and narratives and use in their play.</p> <p>Word Reading To recognise their name in different contexts. To hear the sounds in words and begin to blend them together.</p> <p>Writing To know how to write most of their name. To demonstrate fine motor skills when using tools e.g. threading, using scissors. To begin to orally segment simple words.</p> |
| | | | <p>End of Nursery goals</p> <ul style="list-style-type: none"> To be able to recognise and write most of their first name with most letters formed correctly. To give meaning to the marks they make. | | | <ul style="list-style-type: none"> To be able to hear and identify the initial sound in words that are said orally. Begin to understand oral blending from an adult. To be able to talk about a familiar story with an adult. | | |

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| Reception | Development Matters (Reception) | <p>Comprehension To join in with rhymes and stories. To learn new vocabulary from a range of sources – books, poems, adults. To understand why books have titles.</p> <p>Word Reading To begin to recognise some single sounds. To hear and identify initial sounds in words.</p> <p>Writing To know how to write their first name with good pencil control.</p> | <p>Comprehension To talk about events and characters in books and make suggestions about what might happen next. To sequence a story using pictures or objects.</p> <p>Word Reading To recognise at least 16 single sounds. To begin to orally segment and blend known sounds in simple VC and CVC words.</p> <p>Writing To have their own ideas to compose a sentence orally. To begin to segment CVC words orally on request. To begin to use letter shapes to record some sounds in words.</p> | <p>Comprehension To answer simple retrieval questions about what has been read. To use new vocabulary in a range of contexts. To understand what an author is.</p> <p>To join in with a group retelling of a familiar story.</p> <p>Word Reading To begin to recognise some digraphs (special friends). To begin to orally segment and blend known sounds in words, including those with known digraphs.</p> <p>Writing To have their own ideas to compose a sentence orally. To begin to segment CVC words with more independence. To know how to form many letters correctly.</p> | <p>Comprehension To understand what I have read, e.g. simple sentences: 'The cat is red.' To use vocabulary and events from stories in my play. To understand what an illustrator is.</p> <p>To tell story using their own words.</p> <p>Word Reading To recognise the sound for all set 1 sounds and some set 2 sounds. To recognise some key 'red' words e.g. I, the, to, no, go. To read simple sentences independently e.g. The red cat can run.</p> <p>Writing To form many letters correctly. To spell simple words by identifying sounds in them and representing the sounds with a letter. To begin to write a simple sentence on request, e.g. I can hop.</p> | <p>Comprehension To answer open retrieval questions about what has been read. To use language from a story within role play and discussions.</p> <p>Word Reading To read simple sentences using their phonic knowledge. To recognise and read more 'red' words. To orally segment and blend known sounds in words, including those with set 2 sounds. To begin to develop some fluency and confidence when reading.</p> <p>Writing To form most letters correctly. To spell some tricky words on request. To begin to compose and write a simple sentence with more independence.</p> | <p>Comprehension To retell a story using new vocabulary. To use language from a story within role play and discussions.</p> <p>Word Reading To read simple sentences using their phonics knowledge, with awareness of capital letters, finger spaces and full stops. To recognise and read all set 1, set 2 and some set 3 sounds. To orally segment and blend known sounds in words with confidence, including those with set 2 sounds. To continue to develop fluency and confidence when reading.</p> <p>Writing To form most letters correctly. To spell some tricky words on request. To begin to compose and write a simple sentence with more independence, showing some awareness of some basic punctuation.</p> |
| | | <p>End of Reception goals (ELG)</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | <p>Comprehension</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <p>Word Reading</p> <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. | | | |

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| Statutory Educational Programme | | | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | | | | | |
| Maths | Nursery | Development Matters (3-4 Years) | <p>Number To rote count to 5 through number songs. I can count in my play. Numerical Patterns To sort objects by colour, size and object. To match objects which are the same. To recognise and name colours in different contexts.</p> | <p>Number To recite numbers to 5 and beyond. To count up to 5 objects using 1:1 correspondence. To show finger numbers to 3. To understand that sets can be compared e.g. more, same, fewer. To compare objects using language of size e.g. big/small, tall/short/long. Numerical Patterns To begin to copy simple repeating patterns.</p> | <p>Number To identify representations of 1, 2 and 3. To subitise and count how many and make their own collections of 1, 2 and 3. To match number names to quantities and numerals to 3. To count objects in different arrangements and recognise the final number is the quantity in the set. To explore the weight of objects and make comparisons using language of heavy/light. Numerical Patterns To copy, continue and create their own simple repeating patterns. To use shapes for building, thinking about their properties e.g. flat sides for stacking.</p> | <p>Number To count on and back to 4. To show finger numbers to 5. To subitise and count how many and make their own collections of 1, 2 and 3. To match number to numerals and quantities and be able to say which sets have more and fewer items. To count objects in different arrangements and recognise the final number is the quantity in the set. To compare the length and height of objects using language longer/shorter. Numerical Patterns To combine shapes to make new ones e.g. bigger square, bridge.</p> | <p>Number To count 5 objects and beyond using 1:1 correspondence. To subitise up to 3 items. To count forwards and backwards to 5 accurately. To represent up to 5 items using a five-frame. To use real objects to see that the quantity of a group can be changed by adding more. Numerical Patterns To notice and describe shapes in the environment and talk about the properties using words such as straight, flat, round, curved.</p> | <p>Number To count, compare and order numbers to 5. To explore measuring time. To explore capacity and language of measurement – full, empty. To use language of position and direction – next to, behind, in front. Numerical Patterns To talk about day and night and order key events in their daily routines such as waking up, coming to school, dinner, bed time. To use language of time e.g. morning, afternoon, night, after, before, today, tomorrow. To encourage vocabulary of first, next, then, last.</p> |
| | | | <p>End of Nursery goals</p> <ul style="list-style-type: none"> To be able to subitise to 3. To order, recognise and use numbers to 5. To talk about 2D shapes. | | | <ul style="list-style-type: none"> To be able to verbally count up to 10. To use positional language and language related to measurement. To be able to touch count accurately up to 5. To create and continue ABAB patterns. | | |

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| Reception | Development Matters (Reception) | <p>Number To count reliably with 1:1 correspondence up to 5, forwards and backwards. To begin to subitise numbers to 5. To compare and order by size, length and time.</p> <p>Numerical Patterns To identify similarities and differences across a range of criteria, for example colour, shapes, size and texture. To sort objects by colour, shape, size, texture. To recognise, extend, create and fix simple AB patterns.</p> | <p>Number To compare, order and write numbers to 5. To represent the numbers 1-5 in different ways. To recognise the composition of numbers up to 5. To recognise numerals to 5. To understand and use positional language.</p> <p>Numerical Patterns To talk about time in terms of night and day, days of the week and months of the year. To use language related to time and sequence events. To recognise language associated with 2D shapes.</p> | <p>Number To recognise zero as an empty set. To represent numbers on a five and ten frame. To subitise numbers to 5 with more confidence. To match number names to numerals and to representations of numbers up to 10. To count forwards and backwards to 10. To compare, order and write numbers up to 10. To begin to combine groups and find the total.</p> <p>Numerical Patterns To count on and back to find 1 more and 1 less. To understand ordinal numbers and name positions first, second etc.</p> | <p>Number To explore the composition of numbers to 10. To recognise numerals to 10. To measure and compare lengths using non-standard units of measurement. To use the language 'empty', 'full', 'half full/empty' to describe how much is in a container. To explore the capacity of different containers.</p> <p>Numerical Patterns To copy, continue and create more complex patterns. To recognise 3D shapes and build with them. To compose 2D shapes using pattern blocks.</p> | <p>Number To count on as a strategy for addition. To count forwards and backwards within 10. To count to and from 20. To explore and compare the mass of different objects and use the language heavier/lighter.</p> <p>Numerical Patterns To recognise 1 more and 1 less. To begin to recognise odd and even numbers.</p> | <p>Number To count back as a strategy for subtraction. To explore and compare different capacities. To recognise 1p, 2p, 5p and 10p coins and use them within play. To develop problem solving skills.</p> <p>Numerical Patterns To double numbers 1-5. To recognise doubles and non-doubles. To find half of a group of objects by sharing into 2 equal groups.</p> |
| | | <p>End of Reception goals (ELG)</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (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 number bonds to 10, including double facts. | <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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 the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | |

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| Statutory Educational Programme | | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | |
| Understanding the World | Nursery | Development Matters (3-4 Years) | <p>Past and Present To talk about themselves and their immediate family. To discuss and develop an understanding that families are different. To understand how they have changed as they grow. People, Culture and Communities To know where they live. To recognise places in the village e.g. post office, park To know how we celebrate Harvest festival. The Natural World To observe animals and plants around them. To use their senses to explore the natural environment (Autumn).</p> | <p>Past and Present To talk about the history of Remembrance Day and Fireworks night. To understand the importance of staying safe around fireworks. To understand that you get older every year and you have a birthday to celebrate it. People, Culture and Communities To understand that we live on planet Earth. To know that there are lots of countries in the world. To develop an understanding of how different cultures celebrate. To know how people celebrate Diwali and Christmas. The Natural World To talk about the weather. To explore how materials change when cooking, cooling and heating.</p> | <p>Past and Present To talk about similarities of transport in the past and in the present. People, Culture and Communities To know there are lots of countries in the world, including China. To explore maps. The Natural World To use their senses to explore the natural environment (Winter). To understand that weather is different all over the world. To explore how materials change when freezing. To explore light and shadows.</p> | <p>Past and Present To develop an understanding of time – before, now, next e.g. life cycles. People, Culture and Communities To know that the Earth is where we and others live, including animals and plants. To explore connections between their families and other families. To understand how and why Christians celebrate Easter. The Natural World To begin to develop an understanding of animal life cycles. To understand the importance of caring for the world around us. To use their senses to explore the natural environment (Spring).</p> | <p>Past and Present To investigate how people used artefacts and objects in the past e.g. toys People, Culture and Communities To explore different occupations. To continue to develop an understanding of how farms help the community. The Natural World To make collections of natural materials to investigate and talk about. To plant and grow seeds – flowers, fruit or vegetables. To observe plants and animals around them.</p> | <p>Past and Present To continue to develop an understanding of time – before, after, finally e.g. stories. People, Culture and Communities To explore how people from other places live using multi-cultural stories. To think about their time at nursery and talk about goals for their future. The Natural World To explore floating and sinking. To use their senses to explore the natural environment (Summer).</p> |
| | | | <p>End of Nursery goals: To talk about their immediate family and where they live. Show an interest in different occupations. To talk about differences they have seen in people, places and communities.</p> | | | <p>To explore materials and natural objects. Enjoy exploring and talking about changes they see, such as the seasons and the weather. Talk about things that have happened in the past, such as birthdays or celebrations.</p> | | |

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| Reception | Development Matters (Reception) | <p>Past and Present To identify their family and wider family members and discuss their similarities and differences. To sort photographs into past and present. To understand that they have changed over their life (the past) and discuss these changes.</p> <p>People, Culture and Communities To talk about my house, who lives there and my family. To know families can be different and can make comparisons between my family and others. To identify features of the village. To explore maps of the school and identify key features.</p> <p>The Natural World To identify Autumn as one of the four seasons. To use their five senses when exploring their natural environment. To talk about environmental changes that occur in Autumn.</p> | <p>Past and Present To understand why Remembrance day is an important day. To know who Guy Fawkes was and why he was well-known. To understand that birthdays are celebrated yearly and mark us getting older.</p> <p>People, Culture and Communities To know that globe represents the Earth and identify key features. To comment on how festivals in different religions are celebrated and can link to my own experiences.</p> <p>The Natural World To discuss the weather and notice daily/weekly changes. To know and understand how some materials change when cooking, heating and cooling.</p> | <p>Past and Present To talk similarities and differences about travel and transport in the past and present. To explore the past and present through non-fiction books.</p> <p>People, Culture and Communities To locate focus countries on a map or a globe. To identify similarities and differences between our lives and of those in other countries.</p> <p>The Natural World To identify Winter as one of the four seasons. To use their five senses when exploring their natural environment. To talk about environmental changes that occur in Winter. To know how and understand why materials change when freezing. To notice similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> | <p>Past and Present To observe similarities and differences between machines in the past and in the present. To understand why we celebrate the Saint's days (our houses). To develop an understanding of growth and change over time.</p> <p>People, Culture and Communities To confidently understand how and why Easter is celebrated and link to their own experiences.</p> <p>The Natural World To identify Spring as one of the four seasons. To use their five senses when exploring their natural environment. To talk about environmental changes that occur in Spring.</p> | <p>Past and Present To use language related to time – today, tomorrow, yesterday, week, month, year. To talk about the lives of the people around me and their roles in society.</p> <p>People, Culture and Communities To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non – fiction and maps.</p> <p>The Natural World To plant and grow a plant or vegetable with careful consideration. To understand how to care for plants. To make observations of plants and animals.</p> | <p>Past and Present To discuss how they have changed in their lives. To talk about their goals and aspirations for Year 1 and the future.</p> <p>People, Culture and Communities To explore traditional tales and fables from other cultures and make comparisons with well-known fairy tales. To explore a range of fictional settings and link them to real-life environments e.g. forest / woodland, castles.</p> <p>The Natural World To identify Summer as one of the four seasons. To use their five senses when exploring their natural environment. To talk about environmental changes that occur in Summer. To know and understand how some materials change when cooking, heating and cooling. To explore the processes of floating and sinking.</p> |
| | | <p>End of Reception goals (ELG):</p> <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. | <p>Past and Present</p> | <p>People, Culture and Communities</p> <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 (when appropriate) maps. | <p>The Natural World</p> <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 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. | | |

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| Statutory Educational Programme | | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | | |
| Expressive Arts and Design | Nursery | Development Matters (3-4 Years) | <p>Creating with Materials To use pre-made paint and name the colours they are using. To hold a paintbrush and explore painting. To print using blocks, sponges and objects. To make marks with pens and pencils. To explore malleable materials. To build towers using blocks.</p> <p>Being Imaginative and Expressive To begin to listen to and learn some nursery rhymes e.g. Humpty Dumpty, Hickory Dickory Dock To explore playing some musical instruments. To enjoy listening to music. To begin to move to music.</p> | <p>Creating with Materials To use pre-made paint and name the colours they are using. To hold a paintbrush and explore painting. To print using blocks, sponges and objects. To make marks with pens and pencils. To explore malleable materials. To build towers using blocks.</p> <p>Being Imaginative and Expressive To continue to listen to and learn some nursery rhymes e.g. 5 currant buns. To explore changing sounds of different musical instruments e.g. loud and quiet. To enjoy listening to music. To engage with simple small world e.g. animals, trains, cars.</p> | <p>Creating with Materials To explore colour mixing. To use different sized brushes. To draw different lines and circles, giving meaning to their marks. To make marks in and cut malleable materials. To begin to use junk modelling resources. To explore weaving with paper.</p> <p>Being Imaginative and Expressive To continue to listen to and learn some nursery rhymes e.g. 5 little men in a flying saucer, Twinkle Twinkle little star, 5 little monkeys. To explore changing sounds of different musical instruments e.g. fast and slow. To respond to music. To begin to use their imagination when using resources.</p> | <p>Creating with Materials To explore colour mixing and name the new colours they make. To begin to use different sized brushes for a purpose. To draw different lines and circles, giving meaning to their marks. To make marks in and cut malleable materials. To begin to use junk modelling resources with a purpose in mind. To explore weaving with paper and other materials.</p> <p>Being Imaginative and Expressive To continue to listen to and perform some nursery rhymes e.g. 5 little ducks, 5 little speckled frogs. To know the names of some instruments e.g. shaker, drum, tambourine. To copy some basic movements. To engage in simple small world set ups in small groups.</p> | <p>Creating with Materials To explore colour mixing with different types of paint. To use a range of painting tools. To use materials (including small blocks and sponges) to create patterns, with support. To begin to draw faces with features and begin to use shapes that represent objects, people and places. To use a glue spatula and tape to secure junk modelling resources together. To explore threading and weaving with different materials.</p> <p>Being Imaginative and Expressive To continue to listen to and perform some nursery rhymes e.g. Old Macdonald had a farm, Baa Baa Black Sheep, Row Row Row your boat, Wheels on the bus. To choose and use instruments to represent something e.g. a drum for thunder. To begin to copy short sequences of movements. To begin to develop storylines within their play.</p> | <p>Creating with Materials To explore colour mixing with different types of paint and choose colour for a purpose. To use a range of painting tools. To use materials (including small blocks and sponges) to create patterns. To draw faces with features and begin to use shapes that represent objects, people and places. To use a glue spatula and tape to secure junk modelling resources together with more independence. To explore threading and weaving with different materials.</p> <p>Being Imaginative and Expressive To continue to listen to and perform some nursery rhymes e.g. if you’re happy and you know it. To play a range of instruments to expressive their feelings and ideas. To begin to create their own dances and songs in their play. To select resources to enhance their small world play.</p> |
| | | | <p>End of Nursery goals: To be able to safely use a range of tools. To be able to draw or paint a recognisable picture with some detail. Take part in imaginative play, taking on roles.</p> | | | <p>Sing familiar nursery rhymes and explore musical instruments making different sounds. Name colours and begin to explore colour mixing.</p> | | |

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| Reception | Development Matters (Reception) | <p><u>Creating with Materials</u> To experiment drawing using a range of different materials. To explore drawing basic lines and shapes e.g. circles, squares, triangles. To use a paintbrush and other painting tools, selecting these independently. To explore what happens when colours are mixed, experimenting to discover 'new' colours. To experiment with rubbings e.g. bark, bricks.</p> <p><u>Being Imaginative and Expressive</u> To know and perform nursery rhymes with increased confidence. To choose instruments to represent something or someone. To talk about how music makes them feel. To use their experiences and learnt stories to develop narratives in their play.</p> | <p><u>Creating with Materials</u> To experiment drawing using a range of different materials. To explore drawing basic lines and shapes e.g. circles, squares, triangles. To use a paintbrush and other painting tools, selecting these independently. To explore what happens when colours are mixed, experimenting to discover 'new' colours. To print using a variety of found objects and body parts.</p> <p><u>Being Imaginative and Expressive</u> To know and perform songs and rhymes e.g. Away in a Manger, Little Donkey. Explore songs and dances from other cultures. To change how they play instruments in response to given instructions. To identify if the feel of the music is happy, sad or scary. To use their own imaginations to develop narratives in their play.</p> | <p><u>Creating with Materials</u> To explore drawing on different surfaces to create a variety of effects. To hold a paintbrush and other tools in a tripod grip. To explore mixing primary colours to create secondary colours. To use different malleable materials for a purpose. To join materials using different methods e.g. glue, string, pins, tape. To explore manipulating paper in different ways e.g. curling, tearing, bending.</p> <p><u>Being Imaginative and Expressive</u> To know and perform counting songs to 5 with increased confidence. To begin to make musical patterns by repeating sounds. To talk about music they can hear and relate to their own experiences. To work with others to develop narratives in their play.</p> | <p><u>Creating with Materials</u> To explore drawing on different surfaces to create a variety of effects. To hold a paintbrush and other tools in a tripod grip. To explore mixing primary colours to create secondary colours. To use different malleable materials for a purpose. To join materials using different methods e.g. glue, string, pins, tape. To explore manipulating paper in different ways e.g. curling, tearing, bending.</p> <p><u>Being Imaginative and Expressive</u> To know and perform counting songs to 5 confidently. Learn songs and dances from other cultures. To copy rhythms played for them. To copy short melodies, beginning to match pitch. To explain the emotions in music. To solve problems in their play.</p> | <p><u>Creating with Materials</u> To draw things from imagination and observation. To use a paintbrush and other painting tools with control and precision. To explore using watercolour paints and mixing these carefully. Explore creating structures from construction and junk modelling materials. To begin to solve problems with their models e.g. how to make it taller, stronger etc. To begin to explore joining and decorating fabric e.g. stitching, drawing, sticking.</p> <p><u>Being Imaginative and Expressive</u> To know and perform counting songs to 10 with increased confidence. To make up rhythms for others to copy. To make up short melodies for others to copy. To listen to music, understanding how it makes them and others feel. To initiate imaginative games, using a range of resources and characters.</p> | <p><u>Creating with Materials</u> To draw things from imagination and observation. To use a paintbrush and other painting tools with control and precision. Explore creating structures from construction and junk modelling materials. To continue to solve problems with their models e.g. how to make it taller, stronger etc. To begin to explore joining and decorating fabric e.g. stitching, drawing, sticking.</p> <p><u>Being Imaginative and Expressive</u> To know and perform counting songs to 10 confidently. To use instruments creatively with others in groups and independently. To listen to music, understanding how it makes them and others feel. To initiate imaginative games, using a range of resources and characters.</p> |
| | | <p><u>End of Reception goals (ELG)</u></p> <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. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. | <p><u>Creating with Materials</u></p> | <p><u>Being Imaginative and Expressive</u></p> <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. | | | |

