



Aims: The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

This document details the progression across the Reception year, however this is subject to change depending on cohort due to children's interests and valuing the 'Unique child' and their starting points. For example, the COVID 19 pandemic had a visible effect on C&L and PSED which will be a focus for the next few years.

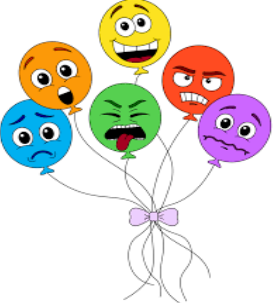

Progression of Communication and Language


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding 	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p>	<p>To understand questions such as who, what, where, when, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p>	<p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</i></p>


<p>Speaking</p> 	<p>To talk in front of a small group.</p> <p>To talk to class teacher and LSAs.</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front.</p> <p>To use new vocabulary in different contexts</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To talk to different adults around the school.</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses</p>	<p><i>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.</i></p>
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Progression of Personal, Social and Emotional Development


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	To recognise different emotions.	To talk about how they are feeling.	To focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To control their emotions using a range of techniques.	To maintain focus during extended whole class teaching.	<i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</i>


	<p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To follow twostep instructions</p>	<p>To consider the feelings and needs of others.</p>	<p>To set a target and reflect on progress throughout.</p>	<p>To follow instructions of three steps or more.</p>	<p><i>accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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.</i></p>
<p>Managing Self</p> 	<p>To wash hands independently.</p> <p>To develop class rules.</p> <p>To put coat and socks on independently.</p> <p>To get changed for P.E with support.</p> <p>To explore different areas</p>	<p>To understand the need to have class rules.</p> <p>To put P.E kit on independently.</p> <p>To have confidence to try new activities.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zip.</p> <p>To practise doing buttons.</p> <p>To practise doing up buckles.</p>	<p>To develop independence when dressing and undressing for activities such as P.E and dressing-up through play.</p>	<p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude.</p> <p>To put uniform on with</p>	<p><i>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</i></p>

	within the classroom environment. To use the toilet independently.					minimal support, including buttons, zips etc.	<i>importance of healthy food choices.</i>
Building Relationships 	To seek support of adults when needed. To gain confidence to speak to peers and adults.	To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all adults in the setting.	To begin to work as a group with support. To use taught strategies to support turn taking (e.g. egg-timers).	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group. To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school. To have strong friendships	<i>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.</i>
Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	To move safely in a space.	To balance.	To roll and track a ball.	To create short sequences using	To use counting to help to stay in	To develop accuracy when throwing and	<i>Negotiate space and obstacles safely, with consideration for</i>


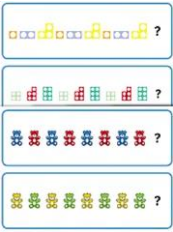
	<p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work cooperatively with a partner</p>	<p>To run and stop.</p> <p>To change direction.</p> <p>To jump.</p> <p>To hop.</p> <p>To explore different ways to travel using</p>	<p>To develop accuracy when throwing to a target.</p> <p>To dribble using hands.</p> <p>To throw and catch with a partner.</p> <p>To dribble a ball using feet.</p> <p>To kick a ball to a target</p>	<p>shapes, balances and travelling actions.</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore traveling around, over and through apparatus.</p>	<p>time with the music when copying and creating actions.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To explore movement using a prop with control and coordination.</p> <p>To move with control and coordination, expressing ideas through movement.</p> <p>To move with control and coordination, copying, linking</p>	<p>practise keeping score.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop coordination.</p> <p>To explore striking a ball and keeping score.</p> <p>To work cooperatively as a team</p>	<p><i>themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>
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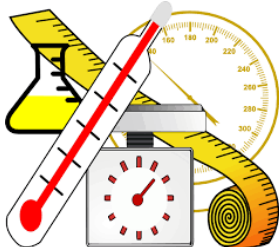
					and repeating actions. To remember and repeat actions, exploring pathways and shapes.		
<p>Fine Motor Skills</p> 	<p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use tweezer to transfer objects.</p> <p>To thread large beads.</p> <p>To use large pegs.</p> <p>To begin to copy letters .</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and</p>	<p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To thread small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct formation.</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation. .</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p>	<p><i>Hold a pencil effectively in preparations 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.</i></p>

	<p>To hold scissors correctly and make snips in paper.</p> <p>To hold a fork and spoon correctly</p>	<p>shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p> <p>To begin to hold a knife correctly and use to cut food with support</p>					
Progression of Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To independently look at book, holding them the correct way and turning pages.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to answer questions about the stories read to them.</p> <p>To enjoy and increasing</p>	<p>To act out stories.</p> <p>To begin to predict what may happen in the story .</p> <p>To suggest how a story might end</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To talk about the characters in the books they are reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experiences of books.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p>	<p><i>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,</i></p>

		range of books including fiction, non-fiction, poems and rhymes.					rhymes and poems and during role play.
<p>Word Reading</p> 	<p>To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l) To recognise taught Phase 2 Tricky Words (the I is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k).</p> <p>To recognise taught Phase 2 Tricky Words (I, the, no, go, into, to)</p> <p>To blend sounds to read words using taught sounds.</p> <p>To read words ending with s e.g. hats, sits.</p> <p>To read words ending with s /z/ e.g. his, bags.</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r, u r e).</p> <p>To recognise taught Phase 2 and 3 Tricky Words (I, the, no, go, into, to he, she, we, me, be, you, all, are, her, was, they, my)</p> <p>To read words with double letters.</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r u r e).</p> <p>To recognise taught Phase 2 and 3 Tricky Words (I, the, no, go, into, to he, she, we, me, be, you, all, are, her, was, they, my, said, have, like, so, do, some, come, little, one, were, out, what, when, there)</p> <p>To read longer words including those with double letters .</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r u r e).</p> <p>To recognise taught Phase 2, 3 and 4Tricky Words (I, the, no, go, into, to he, she, we, me, be, you, all, are, her, was, they, my, said, have, like, so, do, some, come, little, one, were, out, what, when, there)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r u r e).</p> <p>To recognise taught Phase 2, 3 and 4Tricky Words ((I, the, no, go, into, to he, she, we, me, be, you, all, are, her, was, they, my, said, have, like, so, do, some, come, little, one, were, out,</p>	<p>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>


		<p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p>	<p>To begin to read longer words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing Tricky Words and digraphs.</p> <p>To read books matching their phonics ability</p>	<p>To read words with s/z/ in the middle.</p> <p>To read words with -es/z/ at the end.</p> <p>To read words with s and s/z/ at the end.</p> <p>To read sentences containing Tricky Words and digraphs.</p> <p>To read books matching their phonics ability</p>	<p>To read words with short vowels and adjacent consonants.</p> <p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est).</p> <p>To read longer sentences containing Phase 4 words and Tricky Words.</p> <p>To read books matching their phonics ability</p>	<p>what, when, there)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants. To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est).</p> <p>To read longer sentences containing Phase 4 words and Tricky Words.</p> <p>To read books matching their phonics ability</p>	
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Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number 	<p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of 2, 3, 4 and 5 (part-part-whole - Numberbonds)</p>	<p>To recognise numbers 0-10.</p> <p>To explore the composition of numbers 6, 7, 8 9 and 10. (Numberbonds -part-part-whole model)</p> <p>To find one more of numbers to 10.</p> <p>To match the number to quantity.</p>	<p>To subitise numbers up to 5 (e.g. dice patterns, numicon and numberblocks).</p>	<p>To estimate a number of objects.</p>	<p>To recognise numbers to 20.</p> <p>To revise number bonds to 5.</p> <p>To explore how to make numbers above ten using tens and ones.</p> <p>To match the number to quantity.</p>	<p>To solve simple number problems.</p> <p>To recap the composition of each number to 10.</p> <p>To know addition and subtraction facts to 10.</p> <p>To know doubling facts</p>	<p><i>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 doubling facts.</i></p>
Patterns and Numerical Patterns 	<p>To say which group has more.</p> <p>To say which group has less.</p> <p>To compare quantities to 3.</p> <p>To count to 5</p>	<p>To count to 10,</p> <p>To count objects to 10.</p> <p>To combine two groups of objects.</p> <p>To compare numbers 1 to 5</p>	<p>To count to 15.</p> <p>To be able to spot patterns in their environment.</p> <p>To find the missing number in number</p>	<p>To count to 20.</p> <p>To spot errors in ABBA patterns.</p> <p>To symbolise patterns (e.g. a red dot to represent a red dinosaur).</p>	<p>To explore odd and even numbers.</p> <p>To explore square numbers (using numberblocks)</p> <p>To take away objects and</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd.</p>	<p><i>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.</i></p>


		using the language of 'greater than' and 'less than'.	patterns (e.g. step squad). To copy and continue AB, ABB, ABC patterns. To make their own ABB patterns.	To describe patterns. To make their own ABBC patterns.	count how many are left. To begin to understand the different between odd and even numbers. To find the missing number in an addition and subtraction sentence problems.	To know that 2, 4, 6, 8, 10 are even. To double numbers up to 10. To find half of numbers up to 10. To share quantities equally. To add numbers. To subtract numbers.	<i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i>
<p>Shape, Space and Measure</p> 	<p>To learn days of the week</p> <p>To recognise and name circle and triangle.</p>	<p>To learn about our 4 seasons.</p> <p>To order the days of the week.</p> <p>To compare capacity,</p>	<p>To learn months of the year.</p> <p>To explore suitability of shapes for different purposes (e.g.</p>	<p>To use language of yesterday, tomorrow.</p> <p>To explore the properties of 3D shapes.</p>	<p>To recognise some coins (1p, 2p, 5p and 10p).</p> <p>To recognise 1, 2, 3, 4, 5 and 6 o'clock.</p>	<p>To recognise 7, 8, 9, 10, 11 and 12 o'clock.</p> <p>To measure and compare capacity, length, time using</p>	<p><i>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial</i></p>



		length, height, size. To recognise and name square and rectangle.	making a rocket). To describe the properties of some 2D shapes. To identify 2D shapes in their environment.	To identify 3D shapes in their environment. To describe the properties of some 3D shapes. To recognise and name a cube. To use basic scales to discuss and compare the weight of different items.	To recognise and name a cuboid (a stretched cube), a sphere, cylinder and a pyramid.	different contexts.	<i>reasoning skills in shape, space and measure</i>
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Progression of Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present 	To know about my own life-story. To know how I have changed.	To talk about the lives of the people around us. To know that the emergency services exist	To know about figures from the past (Neil Armstrong and Tim Peake).	To know about the past through settings, characters and events encountered in books read in class and	To know about the past through settings, characters and events encountered in books read in class and story	To know some similarities and differences between things in the past and now, drawing on experiences	<i>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 experience and what</i>

		<p>and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>		<p>storytelling (Mary Anning - Palaeontologist)</p>	<p>telling (Growing /Farming Past and Present)</p>	<p>and what has been read in class (Seaside)</p>	<p><i>has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>
<p>People, Culture and Communities</p> 	<p>To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p>	<p>To know that there are many countries around the world.</p> <p>To talk about how Hindus celebrate Diwali.</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know about people who</p>	<p>To talk about Chinese New Year.</p> <p>To know that people around the world have different religions.</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know about features of the immediate environment.</p>	<p>To know that simple symbols are used to identify features on a map.</p>	<p><i>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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</i></p>

		help us within the local community,					<i>life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</i>
<p>The Natural World</p> 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments.</p> <p>To harvest grown fruit and vegetables.</p>	<p>To know about and recognise the signs of Autumn.</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Winter</p> <p>To know about features of the world and Earth.</p> <p>To know some planets in our solar system.</p> <p>To understand night and day.</p>	<p>To know about and recognise the signs of Spring.</p> <p>To know the different between herbivores and carnivores.</p> <p>To know that some animals are nocturnal.</p> <p>To know about different habitats.</p>	<p>To plant seeds</p> <p>To observe the growth of seeds and talk about changes.</p> <p>To know how to care for growing plants.</p> <p>To learn about lifecycles of plants and animals.</p>	<p>To know about and recognise the signs of Summer.</p> <p>To know that some things in the world are man-made and some things are natural.</p> <p>To learn about how to protect and care for our planet.</p>	<p><i>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 season and changing states of matter.</i></p>
Technology	To show an interest in technological	To know how to operate simple equipment.	To learn about e-safety	To use software such	To type their name using a laptop.	To use software such	<i>There are no early learning goals that directly relate to</i>

	equipment (IWB) and toys (e.g. Beebots).	To draw pictures on IWB and begin to change colours.	(Internet Safety Day)	as Paint (Dinosaur Egg)	To use the IWB, playing games.	as Paint (Rainbow Fish) To create own PowerPoint presentation (Lighthouse Keepers Lunch)	<i>computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</i>
Progression of Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Creating with Materials</p> 	<p>To name colours.</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons.</p> <p>To role play using given props and costumes.</p> <p>To use some cooking techniques (bread rolls/flapjacks)</p>	<p>To explore different techniques for joining materials (Making a Jail)</p> <p>To use colours for a particular purpose.</p> <p>To know how to work safely (carrying/using scissors).</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk (Space - Moon surface, craters etc)</p> <p>To make props and costumes for different role play scenarios (rocket, stars,</p>	<p>To draw more detailed pictures of people and objects.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy).</p> <p>To know some similarities and differences</p>	<p>To experiment with mixing colours (Colour Wheel).</p> <p>To know which prime colours you mix together to make secondary colours.</p> <p>To explore different techniques for joining</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work.</p>	<p><i>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.</i></p>

	To know how to work safely and hygienically (Washing hands before cooking).	To experiment with different mark making tools such as art pencils, pastels, chalk (Harvest fruit observations)	whatever next) To draw more detailed pictures of people and objects	between materials.	materials (Making a seed packet) To create observational drawings (Handa's Fruit)	To adapt work where necessary	
<p>Being Imaginative and Expressive</p> 	<p>To sing and perform nursery rhymes.</p> <p>To join in with whole school singing assemblies/events.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p>	<p>To perform a song in the Christmas Play.</p> <p>To learn and perform at a Christmas Concert.</p> <p>To pitch match.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To sing entire songs.</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments.</p> <p>To begin to create costumes and resources for role play.</p>	<p>To perform songs at the Easter Concert.</p> <p>To join in with whole school singing assemblies.</p> <p>To associate genres of music with characters and stories.</p>	<p>To move in time to music.</p> <p>To learn dance routines.</p> <p>To act out well know stories.</p> <p>To follow a musical pattern to play tuned instruments.</p>	<p>To listen to poems and create their own</p> <p>To create own 'under the sea' compositions using tuned instruments.</p> <p>To create their own dance routine (Rainbow Fish)</p>	<p><i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</i></p>

	To use costumes and resources to act out narratives	To use costumes and resources to act out narratives					
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