

Year R LTP						
	5 th Sept – 20 th Oct	30 th Oct – 20 th Dec	4 th Jan – 16 th Feb	27 th Feb – 28 th Mar	15 th Apr – 24 th May	3 rd June – 19 th Jul
	<p>Read a book day 6th sep</p> <p>Teddy bear day 9th sept</p> <p>International day of sign languages 23rd sept</p> <p>Black history month oct</p> <p>World space week 4th-10th oct</p> <p>Grandparents day 10th October</p>	<p>Halloween 31st October</p> <p>Bonfire night 5th November</p> <p>Remembrance day 11th November</p> <p>Diwali 12th November</p> <p>Anti bullying 13- 17th Nov</p> <p>Advent begins 1st dec</p> <p>Hanukkah 7th-15th dec</p>	<p>Safer internet day 6th feb</p> <p>Chinese new year 10th feb</p> <p>Pancake dake 13th feb</p> <p>Valentines day 14th feb</p>	<p>St David's day 1st mar</p> <p>World book day 7th mar</p> <p>International women's day 8th march</p> <p>Mother day 10th march</p> <p>St patricks day 17th mar</p> <p>Global recycling day 18th mar</p> <p>World poetry day 21st mar</p>	<p>St George's day 23rd April</p>	
	<p>Term 1</p> <ol style="list-style-type: none"> Starting school Who am I? Autumn 	<p>Term 2</p> <ol style="list-style-type: none"> Halloween Bonfire night Diwali Transport 5/6 /7winter / Christmas 	<p>Term 3</p> <ol style="list-style-type: none"> Hero's knights and dragons 	<p>Term 4</p> <ol style="list-style-type: none"> on the farm Spring 	<p>Term 5</p> <ol style="list-style-type: none"> Minibeasts Gardening 	<p>Term 6</p> <ol style="list-style-type: none"> Holidays and travelling Pirates at sea

Enrichment	Visit to local library Welly walk – signs of autumn	Visit local church Welly walk signs of winter	Visits from doctor/nurse/police/fire/ambulance Welly walk – vehicle tally	Visit to the farm Welly walk – signs of spring	Minibeasts hunts Welly walk – flower / minibeast spotting	Pirate dress up day Welly walk – signs of summer
Literacy Writing	<p><i>My first day at school</i> Meredith Constrain and Michelle Mackintosh fiction My first day at school picture retelling / scribing</p> <p><i>Super Duper You</i> Fiction Rhyming words/discussing our own personalities (linked to PSED)</p> <p><i>The Little Red Hen (harvest)</i> Fiction: meeting tale Instructions- making and ordering (linked to C&L)</p>	<p><i>Pumpkin soup</i> Fiction Rhyming words</p> <p><i>Bonfire night</i> Non-fiction Initial sounds</p> <p><i>Rama and Sita</i> Fiction Retelling / sequencing</p> <p><i>1000 things that go (usbourne)</i> Non-fiction Labelling / caption</p> <p><i>The Jolly Christmas Postman</i> Fiction: Journey Tale List writing</p>	<p><i>Burglar Bill</i> Fiction: Character Flaw Simple sentence structure</p> <p><i>I want to be a doctor</i> Laura Driscoll Fiction</p> <p><i>Groge and the dragon</i></p>	<p><i>Farmer Duck</i> Fiction: Meeting Tale Recount of school farm trip</p> <p><i>What the Ladybird heard</i> Fiction: Journey tale Story writing</p>	<p><i>The Very Hungry Caterpillar</i> Fiction: Repetitive tale Retelling a story (linked to C&L)</p> <p>Mad about Mini-beasts Fiction: Rhyming Fact Writing</p>	<p><i>Pirates love underpants</i> Fiction: Rags to riches tale</p> <p>Sharing a shell Fiction: finding tale Fact: writing a fact file for an animal in the story</p>
Development matters	<p>Develop their phonological awareness spot and suggest rhymes/ count or clap syllables/ recognise words with the same initial sound.</p> <p>Use some of their print and letter knowledge in their early writing eg: write a pretend shopping list, write 'm' for mummy, write some/all of their name.</p> <p>Write some letters accurately</p>		<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>		<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	

Literacy Reading	<p><i>Super six:</i> Starting at School, Owl Babies, There's a Monster in Your Book, Who's In A Family?, Only one you,</p>	<p><i>Super six</i> Room on the broom, five little pumpkins, Harry and the dinosaurs make a Christmas wish, The snowman, Stickman,</p>		<p><i>Super six:</i> Cinderella, The princess and the pea, The three little pigs, Billy goats gruff, Sleeping beauty, Hansel and Gretel, Little red Riding Hood</p>	<p><i>Super six:</i> Click, Clack, Moo, Cows that Type, Rosie's Walk, Farmer Duck, Where, Oh Where, is Rosie's Chick?</p>	<p><i>Su[er six:</i> Aaaaaarrrrggg Spider! Mad about minibeasts, The bad tempered ladybird, Super worm, Norman the slug, The very greedy Bee.</p>
Development matters	<ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing Engage in extended conversations about stories, learning new vocabulary. Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>			

Phonics	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4 graphemes	Phase 4 graphemes
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths (WRM) Number sense</p>	<p>Getting to know you 3w (baseline) opportunities for settling in/class routines 3w</p> <p>Just like me! 3w Number: Match and sort Compare amounts Measure, Shape and Spatial thinking: Compare size, mass and Capacity Exploring Pattern</p>	<p>It's me 1,2,3! 3w Number: Representing 1,2 & 3 Comparing 1,2, & 3 Composition of 1,2, & 3 Measure, Shape and Spatial thinking: Circles and Triangles Positional Language</p> <p>Light and Dark 3w Number: Representing numbers to 5 One more and less Measure, Shape and Spatial thinking: Shapes with 4 sides</p>	<p>Alive in 5! 3w Number: Introducing zero Comparing numbers to 5 Composition of 4&5 Measure, Shape and Spatial thinking: Compare Mass Compare Capacity</p> <p>Growing 6,7,8 3w Number: 6,7 & 8 Combining 2 amounts Making pairs Measure, Shape and Spatial thinking: Length & Height Time</p>	<p>Building 9 and 10 3w Number: Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial thinking: 3D shapes Spatial Awareness Patterns</p> <p>Consolidation – based on assessments</p>	<p>To 20 and beyond 3w Number: Building numbers beyond 10 Counting patterns beyond 10 Measure, Shape and Spatial thinking: Spatial reasoning (1) Match, rotate, manipulate First, then, now 3w Number: Adding more Taking away Measure, Shape and Spatial thinking: Spatial reasoning (2) Compose and decompose</p>	<p>Find my pattern 3w Number: Doubling Counting & Grouping Even & Odd Measure, Shape and Spatial thinking: Spatial reasoning (3) Visualise and Build</p> <p>On the move 3w Number: Deepening understanding Patterns and relationships Measure, Shape and Spatial thinking: Spatial reasoning (4) Mapping</p>
	<p><i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</i></p> <p><i>Recite numbers past 5.</i></p> <p><i>Say one number for each item in order: 1,2,3,4,5.</i></p> <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p>		<p><i>Count objects, actions and sounds.</i></p> <p><i>Subitise.</i></p> <p><i>Link the number symbol (numeral) with its cardinal number value.</i></p> <p><i>Count beyond ten/ Compare numbers.</i></p> <p><i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i></p> <p><i>Explore the composition of numbers to 10.</i></p> <p><i>Automatically recall number bonds for numbers 0-5 and some to 10.</i></p>		<p><i>Have a deep understanding of number to 10, including the composition of each number.</i></p> <p><i>Subitise (recognise quantities without counting) up to 5.</i></p> <p><i>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.</i></p> <p><i>Numerical Patterns</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>Compare quantities up to 10 in different contexts, recognising when one quantity is</i></p>	

<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	<p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..'</p>					
<p>Personal Social and Emotion</p>	<p>Jigsaw: Being Me</p>	<p>Jigsaw: Celebrating differences</p>	<p>Jigsaw: Dreams and Goals</p>	<p>Jigsaw: Healthy Me</p>	<p>Jigsaw: Relationships (SRE)</p>	<p>Jigsaw: Changing Me</p>
	<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting / Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. / Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important / Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. / Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. And Understand gradually how others might be feeling.</p>		<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs and Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		

	<p>Be increasingly independent in meeting their own care needs eg: brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>		<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>Communication</p>	<p>Children's listening skills will progress throughout the year. This progresses in what they listen to, at the beginning of the year it may be a short story with pictures and puppets by the end of the year they will be expected to listen for longer amounts of time and to be able to stay focused even without pictures or puppets. Children's understanding will be developed in day to day activities throughout the provision with adults intervening to help to develop language and also in direct lessons where means of words will be explored.</p> <p>Speaking is modelled by all adults in the setting and children are expected to use whole sentences and correct speech throughout the year. Vocab is extended through learning and opportunities on a daily basis</p>		
	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. <p>Pay attention to more than one thing at a time</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals</p> <p>Develop their pronunciation</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use</p>

	<p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when</p> <p>Disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> Start a conversation with an adult or a friend and continue it for many turns. <p>Use talk to organise themselves and their play</p>		<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		<p>of conjunctions, with modelling and support from their teacher.</p>	
Physical Develop	<p>Primary PE planning</p> <p>First PE</p>	<p>Primary PE planning</p> <p>Gymnastics</p>	<p>Primary PE planning</p> <p>Super hero dance</p>	<p>Primary PE planning</p> <p>Enjoy a ball</p>	<p>Primary PE planning</p> <p>Multiskills</p>	<p>Primary PE planning</p> <p>Pirate fitness</p>
	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination - Move energetically, such as running, jumping, hopping and skipping</p>	<p>Negotiate space and obstacles safely; with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination. Move energetically, such as running, jumping, hopping, skipping and climbing.</p>	<p>- Negotiate space and obstacles safely, with consideration for themselves and others -</p> <p>Demonstrate strength, balance and coordination -</p> <p>Move energetically, such as running, jumping, dancing, hopping and skipping</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others -</p> <p>Demonstrate strength, balance and coordination -</p> <p>Move energetically, such as running, jumping, hopping and skipping</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others -</p> <p>Demonstrate strength, balance and coordination -</p> <p>Move energetically, such as running, jumping, hopping and skipping.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others -</p> <p>Demonstrate strength, balance and coordination -</p> <p>Move energetically, such as running, jumping, hopping and skipping.</p>

Understanding the World	<p>Hindu Festival- Diwali Black History Month</p> <p>Seasonal changes- Autumn Olivers vegetables. We're going on a leaf hunt</p> <p>My Body</p>	<p>Christian festival -Christmas Jewish festival – Hanukkah Guy Fawkes/Fireworks</p> <p>Christmas- Past & Present</p>	<p>Chinese New Year Christian festival- Easter Queens Platinum Jubilee Mother's Day</p> <p>Different occupation talks</p> <p>Seasonal changes Winter</p>	<p>Growing food on the farm</p> <p>Animals and their young</p> <p>The role of farmers</p> <p>Mother's day</p>	<p>Father's day</p> <p>Growing- Food on the farm</p> <p>Seasonal changes- Spring</p>	<p>Seaside holidays past and present</p> <p>Animals that live near/in the sea</p>
		<p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Explore collections of materials with similar and/or different properties.</i></p> <p><i>Talk about what they see, using a wide vocabulary.</i></p> <p><i>Begin to make sense of their own life-story and family's history.</i></p> <p><i>Show interest in different occupations.</i></p> <p><i>Explore how things work.</i></p> <p><i>Plant seeds and care for growing plants.</i></p> <p><i>Understand the key features of the life cycle of a plant and an animal.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Explore and talk about different forces they can feel.</i></p>	<p><i>Talk about members of their immediate family and community.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> <p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Draw information from a simple map.</i></p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p>	<p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><i>People, Culture and Communities</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>		

	<p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p>Understand the effect of changing seasons on the natural world around them.</p>		<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	
<p>Expressive Art and Design</p>	<p>Art unit- Colour – self-portraits (van Gogh)</p> <p>Poems songs about autumn Home corner role play</p> <p>Baking bread (linked to Literacy)</p>	<p>Art unit -Pattern: Mehndi patterns</p> <p>Nativity songs</p> <p>Home corner – celebration enhancements (xmas tree, diva lamps, firework pictures)</p> <p>Christmas baking</p>	<p>Art unit -Tone: Light and Dark pictures</p> <p>Police station / doctors surgery role play</p> <p>Rhymes and songs</p>	<p>Art unit -Line & Shape: shapes pictures of scenes (Paul Klee)</p> <p>Farm shop role play</p> <p>Farmers in his den / old Macdonald (include BSL)</p>	<p>Art unit -Form & Space: Collage minibeast pictures</p> <p>Investigation area for minibeasts</p> <p>Minibeasts songs</p>	<p>Art unit -Texture Different materials</p> <p>Charanga: Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music.</p>
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	

<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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