

Curriculum in EYFS

Reception progression

‘Know hows…’

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| **Communication and Language**  Intent - Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus. | | |
| **Listening, Attention and Understanding**  ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions hen being read to and during whole class discussions and small group interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to listen carefully and why listening is important. * To know how to be follow an instruction/request, including following prepositions. * To know how to join in with rhymes and stories I like. * To Know how to ask and respond to ‘why’ questions. * To Know how to engage in story times and   follow a story with props and pictures.   * To Know how to operate a digital device and show understanding of the remote controls. * To Know how to be able to show interest in other technological items**.** * To Know how to engage in non-fiction books. | * To know how to listen to and comment on a whole story, including ones without props or pictures. * To know how to ask questions about my favourite books. * To know how to ask questions to find out more and check understanding. * To know how to choose and comment on a book or game that might be different from my friends. * To know how to play and listen to my friends at the same time. * To know how to recite rhymes, poems and songs, paying attention to how they sound. * To know how to listen to and talk about selected non-fiction (new knowledge and vocabulary.) * To know how to be able to respond quickly to a series of instructions. * To know how to have a ‘back and forth’ conversation. * To know how to understand and complete a simple program on a computer. | **ELG -Listening, Attention and Understanding**   * To know how to 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; * To know how to make comments about what they have heard and ask questions to clarify their understanding; * To know how to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. * To Know how to listen to a longer story |

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| **Communication and Language**  Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus. | | |
| **Speaking**  ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to start to link simple sentences, using connectives. * To know how to explain using simple sentences, including ordering, stating what happened and what might happen. * To know how to use tense, intonation and rhythm to enhance meaning. * To know how to use vocabulary to express imaginary events in play. * To know how to engage in imaginary role play, sometimes building stories around toys and objects. * To know and learn new vocabulary. | * To know how to explore new vocabulary, sounds and intonation and use them throughout the day and in different contexts. * To Know how to use language to create imaginary events, storylines and themes,   and sustaining imaginary play situations.   * To Know how to use sentences that are well formed (May still have some difficulties with grammar- 'sheeps' instead of 'sheep' or 'goed' instead of 'went‘) * To Know and ask questions to find out more and to clarify understanding. * To know how to describe events in some detail. * To know how to use talk to work out problems, organise thinking and explain how and why things work. * To know how to develop social phrases. * To know how to retell the story, some as exact repetition and some in their own words. * To know how to use a range of connectives to link ideas. | **ELG -Listening, Attention and Understanding**   * To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. * To know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * To know how to 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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| **Personal, Social and Emotional Development**  Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners. | | |
| **Managing Self**  ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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 | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to select and use activities and resources with help. * To know how to enjoy the responsibility of carrying out small tasks. * To know how to be confident to talk to other children when playing, and communicate freely about home and community. * To know how to be outgoing towards unfamiliar people and more confident in new social situations. * To know how to show confidence in asking adults for help. | * To know how to welcome and value praise and recognising themselves as a valuable individual. * To know how to willingly participate in a wide range of activities with enthusiasm. * To know how to be confident to speak to others about own needs, wants, interests and opinions. * To know how to be confident in speaking in front of a small group. * To know how to describe themselves in positive terms and talk about own abilities. * To know how to be resilient and persevere in the face of challenge. * To know how to manage their own needs- toileting, eating with a knife and fork, zipping up own coat. | **ELG: Managing Self**   * To know how to be confident to try new activities and show independence, resilience and perseverance in the face of challenge; * To know how to explain the reasons for rules, know right from wrong and try to behave accordingly; * To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |

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| **Personal, Social and Emotional Development**  Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners. | | |
| **Building Relationships**  ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others’ needs. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to initiate play, offering cues to their friends to join them. * To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with friends and familiar adults. * To know how to build constructive and respectful relationships. | * To know how to start conversations, attend to and take account of what others say. * To know how to explain their own knowledge and understanding, and ask appropriate questions of others. * To know how to take steps to resolve conflicts with other children, e.g. finding a compromise. * To know how to think about the perspectives of others. * To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. | **ELG: Building Relationships**   * To know how to work and play cooperatively and take turns with others; * To know how to form positive attachments to adults and friendships with peers; * To know how to show sensitivity to their own and to others’ needs. |

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| **Personal, Social and Emotional Development**  Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners. | | |
| **Self-Regulation**  ELG: Shows 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 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to be aware of their own feelings, and begin to know that some actions and words can hurt others’ feelings. * To know how to accept the needs of others and how to take turns and share resources, sometimes with support from others. * To know how to tolerate delay when needs are not immediately met, and understand that wishes may not always be met. * To know how to express their own feelings. * To know there are boundaries set and be aware of behavioural expectations in the class. | * To know how to usually adapt behaviour to different events, social situations and changes in routine. * To know that their own actions affect other people, for example, become upset or try to comfort another child when they realise they have upset them. * To know how to start to negotiate and solve problems without aggression, e.g. when someone has taken their toy. * To Know how to identify, express and moderate their own feelings socially and emotionally. | **ELG: Self-Regulation**   * To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; * To know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; * To know how to 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 |

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| **Physical Development**  Physical development involves being active which allows children to develop an understanding of the importance of exercise and healthy choices. Ensuring good brain development as a pathway to learning and emotional wellbeing. The development of agility, balance and co-ordination as a fundamental life skill. | | |
| **Gross Motor Skills**  ELG: 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to stand momentarily on one foot when shown. * To know how to catch a large ball. * To know how to move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * To know how to run skilfully and negotiate space, adjusting speed or direction to avoid obstacles. * To know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it. * Know the skills they need to manage the school day successfully: Lining up, * Mealtimes and personal hygiene | * To know how to negotiate space successfully and travel around, under, over and through balancing and climbing equipment. * To Know how to revise and refine the fundamental movement skills: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing * To Know how to move with developing control grace, strength, balance and co-ordination. * To Know how to use their core muscle strength to achieve a good posture. * To know how to combine different movements with ease and fluency. * To know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. * To know how to throw, catch and kick a ball with increasing confidence and accuracy. | **ELG: Gross Motor Skills**   * To know how to negotiate space and obstacles safely, with consideration for themselves and others. * To know how to demonstrate strength, balance and coordination when playing. * To know how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |

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| **Fine Motor Skills**  ELG: 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to use a pincer grasp. * To know how to show a preference for a dominant hand. | * To know how to use a tripod/modified tripod grasp. * To know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * To know how to develop the foundations of a handwriting style which is fast, accurate and efficient. | **ELG: Fine Motor Skills**   * To know how to hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases. * To know how to use a range of small tools, including scissors, paint brushes and cutlery. * To know how to show accuracy and care when drawing (beginning). |

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| **Literacy**  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). | | |
| **Writing**  **ELG:** Children will 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to form recognisable letters, some of them correctly. * To orally segment words. * To know how to spell some cvc words by identifying the sounds on a phonic sound mat. * To know how to rehearse what I write orally before writing. | * To know how to form most lower-case and some capital letters correctly. * To know how to spell words by identifying all the sounds and then writing the sound with letter/s. (Applying Phase 2 and some Phase 3) * To know how to read back own writing. * To know how to write simple phrases and captions. * To know how to write ‘tricky words’ from Little Wandle progression. * To know how to use finger spaces to separate words. * To know that a full stop is at the end of a sentence. | **ELG: Writing**   * To know how to write recognisable letters, most of which are correctly formed. * To know how to spell words by identifying sounds in them and representing the sounds with a letter/letters. * To know how to write simple phrases and sentences that can be read by others. |

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| **Comprehension and Word Reading**  **ELG:** 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.  ELG: 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to talk about events and characters in books. * To know how to tell a story to friends. * To know how to talk about my favourite book. * To know how to read individual letters by saying the sounds for them and some digraphs (Phase 2 Little Wandle). * To know how to segment and blend simple words demonstrating my knowledge of sounds independently.(Phase 2) * To know how to read the common exception words matched to Little Wandle phonic programme for phase 2 (is I the as and has his her go no to into she he we of we me be). | * To know how to use vocabulary and events from stories in my play. * To know how to make suggestions about what might happen next in a story. * To know how to blend sounds into words, so that I can read short words made up of known letter-sound correspondences. * To know how to read the common exception words matched to Little Wandle phonic programme for phase 3 and secure in Phase 2   (was you they my by all are sure pure) | **ELG: Comprehension and Reading**   * To know how to demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. * To know how to anticipate (where appropriate) key events in stories. * To know how to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. * To know how to say a sound for each letter in the alphabet and at least 10 digraphs. * To know how to read words consistent with my phonic knowledge by sound-blending. * To know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. |

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| **Mathematics**  Mathematics involves developing good number sense to solve problems in practical situations and everyday life. Practising visualisation to support understanding and problem solving. The opportunity to explore and experience shapes, space and measures in everyday context. The aim for each learner is to become a confident mathematician. |
| **Number**  **ELG:** Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts  **Numerical Patterns**  Verbally count beyond 20, recognising the patterns of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the dame as the other quantity, explore and represent patterns within numbers up to 10, including evens and odds , double facts and how quantities can be distribute equally. |

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| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * **Comparison** * Compares two small groups of up to five objects * **Counting** * Recites some numbers * Begin to recognise numerals 0 to 10 * **Cardinality** * Engages in subitising numbers to five * Counts up to five items1:1 * **Composition** * Recognise that numbers are composed of smaller numbers * Recognise that each counting number is one more than the one before * Separates a group of up to 5 objects in different ways, beginning to recognise that the total is still the same | * **Comparison** * Uses number names/symbols when comparing numbers * **Counting** * Recites numbers 0 to 10 or beyond * Puts numerals in order to 5 or beyond * **Cardinality** * Developing in subitising numbers to five * Links numerals with amounts up to 5 or more * **Composition** * Can say 1 more/1 less than numbers to 10 * Knows that numbers are composed of smaller numbers * Explores partitioning in different ways with a wide range of objects * **Number patterns** * Automatically recalls Number bonds to 5 * Beginning to understand doubles (up to 5) | **ELG: Number**   * To know numbers to 10 and have a deep understanding, including the composition of each number; * To know how to Subitise (recognise quantities without counting) up to 5; * To know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts.   ELG: Numerical Patterns   * To know how to verbally count beyond 20, recognising the pattern of the counting system; * To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; * To know patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

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| **Shape Space and Measure** | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| **Spatial awareness**  Responds to and uses language of position and direction  **Shape**  Chooses items based on their shape for a purpose  Responds to informal language and common shape names  Shows awareness of similarities and differences between objects/shapes  **Pattern**  Creates own spatial patterns  Follows and creates simple AB pattern  Joins in with simple patterns in sounds, objects, games stories and movement predicting what comes next  **Measures**  Finds the longer or shorter, biggest or smallest, heavier or lighter and more/less full of two items  Recalls a sequence of events in everyday life and stories | **Spatial awareness**  Predicts, moves and rotates objects to fit the space or create the shape they would like  **Shape**  Enjoys partitioning and combining2D and 3D shapes to make  new shapes  Attempts to create arches and enclosures when building  **Pattern**  Follows and creates ABC pattern  **Measures**  Becomes familiar with measuring tools in everyday play  Able to order and sequence events using everyday language related to time | **Spatial awareness**  Uses spatial language, including following and giving directions  Investigates turning and flipping objects and shapes  S**hape**  Uses informal language and mathematical terms to describe shapes  Enjoys composing and decomposing shapes  **Pattern**  Begins to identify the pattern “rule”  Creates patterns beyond AB/ABC and begins to identify the unit of repeat  **Measures**  Problem solve involving length, weight or capacity  Experience measuring time with timers and calendars |

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| **Understanding the World**  Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God’s world. Exploring and observing the world through people, places and technology. | | |
| **Understanding the World: Past and Present**  ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To Know how to talk and remember about significant events in own experience. * To know that some places are special to members of their community. * To know how to compare and contrast characters from stories, including figures from the past. * To know how to comment on images of familiar situations in the past. | * To Know how to recognises and describe special times or events for family or friends. | **ELG Past and Present**   * To know how to talk about the lives of the people around them and their roles in society * To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; * To know how to understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| **Understanding the world: People, Culture, and communities**  Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate ) maps. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to show interest in the lives of people who are familiar to them. * To know how to talk about members of their immediate family and community. * To Know how to name and describe people who are familiar to them * To know how to show an interest in different occupations and ways of life. (starting to) * To know how to draw information from a simple map. | * To know how to recognise that people have different beliefs and celebrate special times in different ways. * To know how to recognise some similarities and differences between life in this country and life in other countries. * To know how to show an interest in different occupations and ways of life. * To know how to create and draw information from a map of the Nursery Garden. | **ELG: People, Culture and Communities**   * To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * To 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; * To know how to 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. |

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| **Understanding the world: The natural world**  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, drawings 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. | | |
| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. * To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. * To know about growth, decay and changes over time (developing understanding). * To Know how to show care and concern for living things and the environment * To know how to explore the natural world around them. | * To know how to talk about why things happen and how things work. * To Know how to describe what they see, hear and feel whilst outside. * To know how to recognise some environments that are different to the one in which they live. * To Know and understand the effect of changing seasons on the natural world around them. * To Know how to explore the natural world around them, making observations | **ELG: The Natural World**   * To know how to explore the natural world around them, making observations and drawing pictures of animals and plants; * To 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; * To know how to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| **Expressive Arts and Design**  Expressive Arts and Design involves an individual expression of creativity through a variety of media. Innovation and process are highly valued as children exercise freedom of choice and develop critical thinking. Creative expression promotes the articulation of feelings and thoughts in an enjoyable and physically active manner. |
| **Expressive arts and design: Creating with materials**  ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation , explaining the process they have used, make use of props and materials when role playing character in narratives and stories. |

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| **Reception** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to show interest in and describe the texture of things. * To know how to explore colour and how colours can be changed. * To know how to use lines to enclose a space, and then begin to use these shapes to represent objects. * To know how to use various construction materials. * To know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. | * To know how to explore, use and refine a variety of artistic effects to express their ideas and feelings. * To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. * To know how to create collaboratively sharing ideas, resources and skills. * To know how to join construction pieces together to build and balance | **ELG: Creating with Materials**   * To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; * To know how to share their creations, explaining the process they have used; * To know how to make use of props and materials when role playing characters in narratives and stories. |

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| **Expressive arts and design: Being imaginative and expressive**  ELG: 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. | | |
| **Reception** | | |
| Advent | Lent | Pentecost |
| * To know how to sing to themselves and make up simple songs. * To know how to sing a few familiar songs. * To know how to join in with ring games. * To begin to move in time with music. * To know how to tap out simple repeated rhythms * To Know how to engage in imaginative role-play based on own first-hand experiences. * To know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. * To know how to develop storylines in their pretend play and how to build stories around toys. * To know how to use available resources to create props to support role-play. * To know how to explore and learn how sounds can be changed. | * To know how to develop preferences for forms of expression, including dance and performance arts. * To know how to use movement and music to express feelings. * To know how to create movement in response to music, moving more confidently in time with the music. * To know how to explore and engage in music making, singing and dancing, performing solo or in groups. * To Know how to play pitch-matching games, humming or singing short songs * To know how to explore and learn how sounds can be changed. * To know how to recount a simple narrative through role play. * To know how to develop and maintain a story line when playing with friends. | **ELG: Being Imaginative and Expressive**   * To know how to Invent, adapt and recount narratives and stories with peers and their teacher; * To know how to sing a range of well-known nursery rhymes and songs; * To know how to perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music. |