

Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry questions	Who am I and where do I live?	What changes do the seasons bring and which important people do we remember?	How do my actions affect others?	Who makes the rules and why should we follow them?	Who and what do we share our wonderful world with?	How is my world changing?
Child led learning ideas	Me and my friends Autumn Traditional tales Pets	Arctic Festivals Toys Winter	Pirates People who help us Kings, Queens and castles Chester Zoo	Growing Minibeasts & life cycles Light & dark Transport	Farms Jungle and rainforest Under the sea Space	Superheroes Fairies and elves Dinosaurs Seaside
Other events	Harvest festival Halloween World Space Week World Mental Health Day Moon Festival	Anti-bullying Children in Need Remembrance World Kindness Day Halloween Diwali Bonfire Night Remembrance Day Christmas	Chinese New Year Children's Mental Health Week Stand up to Bullying	St David's Day British Science Week St Patricks Day Earth Day International Dance Day Pancake day Easter St Georges Day	International Astronomy Day VE Day Dinosaur Day World Day for Cultural Diversity	The Queens Platinum Jubilee Sports Day World Music Day Children's Art Week International Day of Friendship Black History- Exploring Africa topic
Pathways	'The Gingerbread Man', by Mara Alperin. Writing outcome: To create their own drawings to represent the story	I am going to eat this ant', by Chris Naylor-Ballesteros Writing outcome: To write a list of foods for a different animal.	The Naughty Bus', by Jan and Jerry Oke. Writing outcome: To write a recount of the adventures of Naughty Bus and where he went.	'The Journey Home', by Emma Levey Writing outcome: To write their own retelling of the story	'Silly Doggy!', by Adam Stower Writing outcome: To orally retell the story. To write a shortened version of the story.	'Supertato', by Sue Hendra Writing outcome: To write a Wanted Poster with character description.

	and orally retell it. Pupils drawings will be labelled with marks appropriate to their development.					
Mastering Number Maths	<p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers</p> <p>Connect quantities and numbers to</p>	<p>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <p>Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p>	<p>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</p> <p>Focus on equal and unequal groups when comparing numbers</p>	<p>Understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <p>Sort odd and even numbers according to their 'shape'</p> <p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <p>Order numbers and play track games</p> <p>Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p>	<p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>Continue to identify when sets can be subitised and when counting is necessary</p> <p>Develop conceptual subitising skills including when using a rekenrek</p> <p>Recap previous learning and misconceptions for individual children</p>

	finger patterns and explore different ways of representing numbers on their fingers	Compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts				
Key texts	<p>Monkey Puzzle</p> <p>The Three Little Pigs</p> <p>Jack and the Beanstalk</p> <p>The Gingerbread Man</p> <p>Goldilocks and the Three Bears</p> <p>The Three Billy Goats Gruff</p> <p>The Enormous Turnip</p> <p>The Gruffalo</p> <p>Brambly Hedge- Autumn Story</p> <p>A Fruit is a Suitcase for Seeds</p> <p>In every house on every street</p> <p>Don't Hog the Hedge</p>	<p>Rama and Sita</p> <p>Christmas Story</p> <p>Anno's Counting Book</p> <p>The Button Box</p> <p>Stickman</p> <p>A Funny Thing Happened on the way to School..</p> <p>Tree- Seasons come, seasons go</p> <p>Rainbow Fish</p> <p>Elmer</p>	<p>Burglar Bill</p> <p>The Pirate Cruncher</p> <p>The colour monster</p> <p>Stuck</p> <p>The lion inside</p> <p>Lost and found</p> <p>Orange, Pear, Apple Bear</p> <p>Captain Sparklebeard</p> <p>Dear Zoo</p> <p>Good night Gorilla</p> <p>If I ran the zoo</p> <p>The white giraffe</p> <p>The giraffe that danced</p>	<p>Easter story</p> <p>Jack and the Beanstalk</p> <p>Poppy and the Blooms</p> <p>The day the Crayon's Quit</p> <p>The Koala who could</p> <p>The Queen's hat</p> <p>The book of rules</p>	<p>Handa's Surprise</p> <p>This zoo is not for you</p> <p>All are welcome</p> <p>If all the world were...</p> <p>The Ghanaian Goldilocks</p> <p>Little why</p> <p>Hats of faith</p> <p>The little red hen</p> <p>What the ladybird heard</p> <p>Rosie's walk</p> <p>Rumble in the jungle</p> <p>The Lion who wanted Love</p> <p>Ronald the Rhino</p>	<p>I give you the world</p> <p>Shine</p> <p>On the way home</p> <p>Under the same sky</p> <p>When's my birthday</p> <p>The invisible string</p> <p>Incredible you</p> <p>Lost in the clouds</p> <p>Elves and the shoemaker</p> <p>The nicest naughtiest fairy</p>
Experiences	<p>Health Box handwashing</p> <p>Baking</p>	<p>Father Christmas visit</p> <p>Pantomime</p>	<p>Visits/messages from police/firemen/nurses</p>	<p>Easter bonnet competition</p> <p>Easter crafts</p>	<p>Butterflies/frogspa wn in classrooms</p> <p>Chester Zoo</p>	<p>Water day</p> <p>Graduation</p>
Communication and Language Framework	Enjoy listening to longer stories and can remember much	Develop their communication but may continue to have	Learn new vocabulary.	Use new vocabulary throughout the day.	Use new vocabulary in different contexts.	Listen attentively and respond to what they hear with

<p>development</p>	<p>of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Engage in storytimes.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p>	<p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Connect one idea or action to another using a range of connectives.</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>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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 talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</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</p>	<p>relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</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 of conjunctions,</p>
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					exchanges with their teacher and peers.	with modelling and support from their teacher.
Personal, Social and Emotional development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them.</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>Manage their own needs. Personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating.</p>	<p>Begin to show resilience and perseverance.</p> <p>Identify and moderate their own feelings.</p> <p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time'.</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 and talk about it.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Work and play</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</p>

	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>			<p>cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>show independence, resilience and perseverance in the face of challenge.</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>Show sensitivity to their own and to others' needs.</p>
Physical	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Combine different movements with ease and fluency.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics,</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and</p>

	<p>marks.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes. 	<p>sport and swimming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
Literacy	<p>Understand the five key concepts about print: print has meaning, print can have different</p>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes,</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Form lower-case and capital letters correctly.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and</p>

	<p>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.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>	<p>count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</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 sound-letter correspondences.</p> <p>Begin to read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>narratives using their own words and recently introduced vocabulary; - 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> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter</p>
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						or letters. Write simple phrases and sentences that can be read by others.
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, 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',</p>	<p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 5.</p> <p>Compare weight and capacity.</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Count beyond 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore the composition of numbers to 10 and beyond.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be</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>Count objects, actions and sounds.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>	<p>'flat', 'round'.</p> <p>Describe a familiar route.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>		<p>as numbers can.</p> <p>Compare length.</p>		<p>distributed equally.</p>
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<p>Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore and talk about different forces they can feel.</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>Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map. Understand that some places are special to members of their community.</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Talk about the lives of the people around them and their roles in society and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>
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						<p>stories, non-fiction texts and - when appropriate - maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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<p>Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</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>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their</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>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness,</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</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>Sing a range of well-known nursery rhymes and songs.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</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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	<p>drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person.</p>	<p>fear, etc.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 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>				
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