



# FS2 Progression of Skills

## Progression of Communication and Language Development

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Listening, Attention and Understanding</b>	<p>To understand what good listening looks like</p> <p>To understand why listening is important</p> <p>To be able to follow simple directions</p> <p>To make connections building on prior knowledge</p> <p>To begin to learn songs, poems and rhymes.</p>	<p>To engage actively in story times, joining in with repeated phrases and actions</p> <p>To listen to and talk about stories, building understanding and familiarity</p> <p>To begin to understand <b>how</b> and <b>why</b> questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more and to clarify meaning</p> <p>To begin to understand humour</p> <p>To begin to understand a range of complex sentence structures</p>	<p>To retell a story confidently</p> <p>To follow a story without pictures or props</p> <p>To listen to and join in with songs, rhymes and poems, paying attention to how they sound</p>	<p>To show curiosity in using questions such as who, what, where, when, why and how</p>	<p>To engage in back and forth exchanges with peers and supporting adults</p> <p>To have a repertoire of well-known songs, rhymes and poems</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. 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.</p>

<b>Speaking</b>	<p>To be confident in talking to peers          To talk to the class teacher and LSAs          To begin to learn and use new vocabulary          To be confident in talking in front of a small group</p>	<p>To answer questions in whole class learning e.g. during cold-calling          To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis          To talk in sentences using conjunctions e.g. and, because</p>	<p>To answer questions in front of whole class during show-and-tell sessions          To share feedback with the class e.g. Think, Pair, Share          To explore and use new vocabulary in different contexts          To engage with non-fiction texts</p>	<p>To link statements and adhere to a main theme          To engage in 2-way conversations using well-formed sentences          To use talk to organise, sequence and clarify thinking, ideas, feelings and events          To use talk to negotiate, compromise and problem-solve</p>	<p>To talk to different adults around the school          To talk about why things happen          To talk in sentences using a range of tenses</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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**Progression of Personal, Social, and Emotional Development**

<b>Self-regulation</b>	<p>To begin recognise different emotions          To begin to talk about their own emotions and say how they are feeling          To focus during short adult-led learning          To follow one-step instructions</p>	<p>To talk about how they are feeling without prompting          To begin to consider the feelings of others          To begin to adapt behaviour to a range of situations</p>	<p>To maintain focus and engagement during short sessions of whole-class learning          To follow two-step instructions          To independently select, use and put away resources          To begin to be able to adapt and persevere in the face of challenge</p>	<p>To identify and name their own emotions          To understand how people show emotions          To begin to develop a range of strategies for managing difficult emotions e.g. finger breathing, zones of regulation</p>	<p>To begin to control difficult emotions using a range of techniques          To engage in Peace Circles and reflect on progress over a week          To be able to talk about what they do well and what they want to do better</p>	<p>To maintain focus and engagement during whole-class learning          To follow more complex instructions from an adult or peer          To consider the feelings and needs of others</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>
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<b>Managing Self</b>	<p>To wash hands independently          To put their coat on independently using the flip trick          To hang their own coat on their peg          To explore different areas within the FS2 environment          To use the toilet independently          To make lunch choices with adult support</p>	<p>To begin to use the language of school values: Courage, creativity, compassion, curiosity, composure          To show confidence in trying new activities</p>	<p>To begin to understand what each of the school values looks like in practice          To begin to show resilience and perseverance in the face of challenge          To practise doing up their fastenings, e.g. zip, buttons, Velcro etc.</p>	<p>To develop independence when dressing and undressing for activities such as Forest School and Opal Play</p>	<p>To identify and name healthy food          To begin to understand the benefits of an active life-style          To manage own basic needs independently</p>	<p>To understand the importance of healthy life choices          To embody a 'can do' attitude          To see themselves as a valuable person within the school community          To take responsibility for their own belongings</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.          Explain the reasons for rules, know right from wrong and try to behave accordingly.          Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<b>Building Relationships</b>	<p>To seek support from adults when needed          To begin to be confident in speaking to peers and adults          To begin to build positive relationships with FS staff</p>	<p>To join in with other children's play          To begin to invite others into their play          To begin to develop friendships</p>	<p>To begin to work as a group with support          To begin to take turns and engage in reciprocal play.          To have positive and trustful relationships with FS staff</p>	<p>To listen to the ideas of other pupils and agree on a solution          To understand and accept freedom of choice and be increasingly able to sort out own problems through talk</p>	<p>To work collaboratively in a pair and as part of a group          To begin to develop relationships with other adults around the school</p>	<p>To show confidence in communicating with adults and older children around the school          To have strong friendships and show consideration for others</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
<b>Progression of Physical Development</b>							

<p><b>Gross Motor Skills</b></p>	<p>To develop core strength To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns</p>	<p>To explore different ways of moving To adjust speed To travel using different body parts To balance To run and stop To change direction To jump and hop To explore different ways to travel using equipment.</p>	<p>To use different balances and jumps To work cooperatively with a partner To roll and track a ball To dribble a ball To throw and catch with a partner</p>	<p>Put together a sequence of balances and movements Move to music To create short sequences using shapes, balances and travelling actions To safely use apparatus To jump and land safely from a height To explore traveling around, over and through apparatus</p>	<p>To be able to move at different speeds, negotiating space safely To begin to be able to work as part of a team: to take turns To kick a ball to a target To bounce a ball To throw a ball using an underarm throw To catch a ball using two hands</p>	<p>To work as part of team To run on a running track To throw a beanbag or ball with accuracy e.g. into a hoop To follow instructions and move safely with coordination and control</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p><b>Fine Motor Skills</b></p>	<p>To begin to use a dominant hand To demonstrate secure shoulder, wrist and elbow pivot movements To develop hand strength To mark-make using different shapes and symbols To begin to use a tripod grip when using mark-making tools To use tweezers to transfer objects To thread large beads To use large pegs To be confident in having a go at forming letters To hold scissors correctly and make snips in paper</p>	<p>To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along straight and zigzagged lines To use a tripod grip when using mark-making tools To begin to draw lines, circles and shapes in creating pictures To hold a knife and fork correctly</p>	<p>To consistently use a tripod grip when mark-making To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write learnt letters using correct formation To begin to draw recognisable shapes</p>	<p>To hold scissors correctly and cut out large shapes To write letters using the correct letter formation To begin to write letters of appropriate size To take care and pride in drawing and mark-making</p>	<p>To hold scissors correctly and cut out small shapes To paint using thinner paintbrushes To be able to use a thin pencil with a tripod grip To draw recognisable shapes and images</p>	<p>To hold scissors correctly and cut a range of materials To create detailed drawings To independently use a knife, fork and spoon To begin to develop legible handwriting</p>	<p>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, paint brushes and cutlery. Begin to show accuracy and care when drawing</p>
<p style="text-align: center;"><b>Progression of Literacy Skills</b></p>							

<b>Comprehension</b>	<p>To handle books carefully: the right way up, turning pages the correct way</p> <p>To use pictures to tell stories</p> <p>To sequence familiar stories</p>	<p>To engage in story times, joining in with repeated refrains and actions</p> <p>To begin to answer questions about stories</p> <p>To enjoy an increasing range of books including fiction, non-fiction and poetry</p>	<p>To bring stories into play</p> <p>To begin to make simple predictions as to what may happen in a story</p> <p>To suggest how a story might end</p> <p>To begin to talk about characters and settings in a story</p>	<p>To retell a story</p> <p>To be able to understand a story without pictures or props</p> <p>To suggest alternative endings</p>	<p>To answer questions about what they have read</p> <p>To use text-based vocabulary in different contexts.</p> <p>E.g. 'Get-up, Stand-up vocabulary'</p>	<p>To infer characters' feelings and motivations</p> <p>To begin to use books to find information</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<b>Word Reading</b>	<p>To recognise their own name</p> <p>To blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p>	<p>To begin to recognise others' names</p> <p>To sound out and blend with 23 new grapheme-phoneme correspondences (To learn 12 new harder to read and spell (HRS) words</p>	<p>To revise Phase 2 GPCs</p> <p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>To sound out and blend with 29 new GPCs</p> <p>To learn 32 new HRS words</p>	<p>To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>To revise Phase 2 and Phase 3</p>	<p>To read and write word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</p> <p>To learn 20 new GPCs</p> <p>To learn 16 new HRS words</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<b>Writing</b>	<p>To mark-make confidently using a variety of media</p> <p>To attribute meaning to marks</p> <p>To begin to form learnt letters accurately: starting and finishing in the correct place</p>	<p>To begin to write their name</p> <p>To understand what constitutes a letter/word /sentence</p> <p>To begin to form learnt letters accurately: starting and finishing in the correct place</p> <p>To begin to write CVC words using learnt sounds</p>	<p>To write their name</p> <p>To begin to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to notice that sentences start with a capital letter and end with a full stop</p> <p>To begin to spell some common exception words correctly</p> <p>To practise the correct formation of learnt lower and upper case letters</p>	<p>To form learnt lower and upper case letters accurately</p> <p>To begin to write simple phrases and captions that can be understood using ‘Think it, Say it, Write it’</p> <p>To begin to use a capital letter, spaces and a full stop</p> <p>To begin to spell some common exception words correctly</p>	<p>To form most lower and uppercase letters correctly</p> <p>To begin to write simple phrases and sentences that can be understood using ‘Think it, Say it, Write it’</p> <p>To begin to consistently use a capital letter, spaces and a full stop</p> <p>To begin to spell some common exception words correctly</p>	<p>To begin to develop some automaticity in letter formation</p> <p>To write short sentences that can be read by others</p> <p>To consistently use a capital letter, spaces and a full stop</p> <p>To begin to read their work back and check for sense</p> <p>To spot mistakes and make simple corrections</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. Write simple phrases and sentences that can be read by others.</p>
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### Progression of Mathematical Development

<b>Number</b>	<p>To recognise numerals 1-3</p> <p>To show numbers on fingers</p> <p>To begin to subitise to 3</p> <p>To find ‘one more than’ within 3</p> <p>To find ‘one less than’ within 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numerals 1-5</p> <p>To show numbers on fingers</p> <p>To begin to subitise to 5</p> <p>To find ‘one more than’ within 5</p> <p>To find ‘one less than’ within 5</p> <p>To explore the composition of numbers within 5</p>	<p>To recognise numerals 0-8</p> <p>To show numbers on fingers</p> <p>To subitise to 5</p> <p>To find ‘one more than’ within 8</p> <p>To find ‘one less than’ within 8</p> <p>To explore the composition of numbers within 8</p> <p>To match numerals to quantity</p>	<p>To recognise and sequence numerals 0-10</p> <p>To find ‘one more than’ within 10</p> <p>To find ‘one less than’ within 10</p> <p>To explore the composition of numbers within 10</p> <p>To recall some addition facts to make 5</p> <p>To begin to recall some number bonds to 10</p> <p>To estimate a quantity of objects</p>	<p>To recognise and sequence numbers to 20</p> <p>To automatically recall number bonds to 5 (including subtraction facts)</p> <p>To explore the composition of numbers 11-20 using ‘ten and ... more’</p> <p>To match numerals to quantity</p>	<p>To begin to solve simple number problems</p> <p>To be able to see and explain the composition of numbers within 10 and beyond</p> <p>To recall some number bonds to 10 and the corresponding subtraction facts to 10</p> <p>To be able to show doubles using fingers or manipulatives</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
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<p><b>Numerical Patterns</b></p>	<p>To count to 5 using 1:1 correspondence and showing an understanding of cardinality To compare quantities to 3: <b>more than, fewer than</b></p>	<p>To compare quantities to 5 To compare equal and unequal groups</p>	<p>To count accurately to 10 To count out 10 objects, using 1:1 correspondence and showing an understanding of cardinality To compare quantities within 8 To begin to combine two groups of objects and say how many altogether</p>	<p>To count on and back from 10 To sequence numbers to 10 To compare quantities within 10 To begin to explore odd and even numbers To order numbers to 10 To combine two groups of objects and say how many altogether To take away objects and count how many are left</p>	<p>To count to 20 To sequence numbers to 20 To begin to add and subtract quantities within 10</p>	<p>To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To begin to be able to find the missing number in an addition or subtraction problem</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed</p>
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<p><b>Shape, Space and Measure</b></p>	<p>To sort a range of objects by different criteria To match objects To spot pattern in the environment To explore and compare capacity, length and height To continue an AB repeating pattern To recognise and name 2D shapes: circle, triangle To explore the properties of 2D shapes</p>	<p>To recognise and name 2D shapes: square/rectangle To describe the properties of 2D shapes To begin to use positional and directional language</p>	<p>To use non-standard units to measure length and height To order objects by height and length To recall and order the days of the week To begin to recognise and name 3D shapes: cube, cuboid, sphere, cone, square-based pyramid</p>	<p>To describe the properties of 3D shapes: cube, cuboid, sphere, cone, square-based pyramid To continue repeating patterns: AB, ABC, ABB</p>	<p>To explore and measure capacity To describe the properties of 2D and 3D shapes To make pictures with shape arrangements and explore shapes within shapes To continue and create repeating patterns: AB, ABC, ABB To learn to tell o'clock time</p>	<p>To create patterns using shape To use positional and directional language in Discovery Time To be able to recall the days of the week To be able to recall the months of the year</p>	<p>Although there is no ELG for this area, our children will access rich learning opportunities in both teacher-led and child-initiated tasks, ensuring the progression of their skills in spatial reasoning, shape and measure.</p>
<p><b>Progression of Understanding of the World</b></p>							
<p><b>Past and Present</b></p>	<p>To know some details from their own life-story To describe memories and events To describe ways they have changed To talk about the people around them To understand that past means 'anything that happened before the now' To understand that 'present' means 'now'</p>	<p>To begin to know about figures and events from the past e.g. Remembrance Day To begin to describe some similarities and differences between things now and in the past, drawing on experiences and what has been read in class To place events in chronological order</p>	<p>To develop an understanding of the past through settings, characters and events encountered in books shared in class and storytelling</p>	<p>To be able to describe things that are different now from the way they used to be e.g. shops in 'The Elephant and the Bad'</p>	<p>To be able to use non-fiction texts to explore how things differed in the past To identify traditional tales as tales written in the past</p>	<p>To be able to talk to trusted adults about the differences in their childhood experiences e.g. Drawing Club: Time out of Joint</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



<b>People, Culture, &amp; Communities</b>	<p>To know that families come in different shapes and sizes and be able to talk about who is in their family</p> <p>To talk about members of their immediate community</p> <p>To be able to identify similarities and differences between them and their peers</p> <p>To explore and describe features of their immediate environment</p> <p>To understand the festival of Harvest</p>	<p>To know that people around the world have different religions</p> <p>To explore the meaning of and celebrate the festival of Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To know the name of our school and that it is in Newbury</p> <p>To know about people who help us within the local community</p> <p>To share in the story of Chinese New Year</p> <p>To practice recycling and ways to protect our environment</p>	<p>To know that the emergency services exist and what they do</p> <p>To talk about the Easter story and how it is celebrated:</p> <p>Church visit</p> <p>To share in and seek to understand the cultural celebrations of their peers e.g. Eid-al-Fitr</p>	<p>To know that simple symbols are used to identify features on a map</p> <p>To begin to make maps of their immediate environment</p> <p>To visit the local library</p>	<p>To visit Bucklebury Farm and investigate animal habitats</p> <p>To look at other countries and continents e.g. Africa (link to Drawing Club): use google Earth and non-fiction texts to explore make comparisons between countries</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps</p>
<b>The Natural World</b>	<p>To recognise and describe signs of Autumn</p> <p>To show respect and care for the natural environment</p> <p>To harvest vegetables e.g. potatoes</p>	<p>To explore how their bodies work</p> <p>To recognise and describe signs of Winter</p> <p>To know that some animals hibernate</p> <p>To explore important processes and changes in the natural world including states of matter e.g. ice</p>	<p>To observe the growth of seeds/bulbs and be able to describe changes</p> <p>To explore the features of a range of mini-beasts</p>	<p>To recognise and describe signs of Spring</p> <p>To be able to name some animal habitats and explain what they provide for the animal</p>	<p>To explore features of the world and Earth</p> <p>To understand that some things in the world are human-made and some things occur naturally</p>	<p>To maintain and care for the natural environments</p> <p>To recognise and describe signs of Summer</p> <p>To observe and describe the growth of plants To harvest grown fruit and vegetables.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<p><b>Technology</b></p>	<p>To know how to operate simple equipment e.g. CD player, remote control To show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p>	<p>To know that information can be retrieved from digital devices and the internet To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>To play with a range of materials to learn cause and effect, for example, make a string puppet using dowels and string to suspend the puppet To complete a simple program on an electronic device</p>	<p>To use ICT hardware to interact with age-appropriate computer software</p>	<p>To create content such as a video recording, stories, and/or draw a picture on screen</p>	<p>To develop digital literacy skills by being able to access, understand and interact with a range of technologies To use the internet with adult supervision to find and retrieve information</p>	<p>Although there is no ELG for this area, our children will access rich learning opportunities in both teacher-led and child-initiated activities, ensuring the progression of their understanding and skill in using technology.</p>
<p align="center"><b>Progression of Expressive Arts and Design Development</b></p>							

<p><b>Creating with Materials</b></p>	<p>To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using open-ended props and resources To explore different techniques for joining materials e.g. glue-stick To be able to describe how to work safely and hygienically To use non-standard measures e.g. spoons, cups To independently use some cooking techniques e.g. mixing, kneading To use different construction materials</p>	<p>To use colours for a particular purpose To share their creations To explore different techniques for joining materials. E.g. PVA To explore a range of sensory and malleable materials To learn and use some cooking techniques e.g. peeling, coring To use a needle and thread to make a basic running stitch</p> <p><b>Piet Mondrian</b></p>	<p>To experiment with different mark-making tools such as charcoal, pastels &amp; chalk To explore different techniques for joining materials e.g. masking tape, sellotape To learn and use some cooking techniques e.g. spreading, slicing To use tools safely and with control to cut and join wood</p> <p><b>James Rizzi: Happy Houses</b></p>	<p>To use natural objects to create art e.g. Andy Goldsworthy To share creations and talk about the process To explore different techniques for joining materials e.g. split pins To make props and costumes for role play To use some cooking techniques e.g. grating</p> <p><b>Henri Matisse: L'Escargot</b></p>	<p>To know which primary colours can be mixed to make secondary colours To plan and design what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings</p>	<p>To know some similarities and differences between materials To learn about and compare artists To explore, use and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about processes and evaluate their work To adapt work where necessary To use some cooking techniques e.g. threading, blending To sew a simple design</p> <p><b>Vincent VanGogh: Sunflowers</b></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
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<p><b>Being Imaginative and Expressive</b></p>	<p>To sing and perform nursery rhymes          To experiment with different instruments and their sounds          To talk about whether they like or dislike a piece of music          To create musical patterns using body percussion</p>	<p>To participate in the Christmas performance          To learn and perform a song or poem          To begin to build up a repertoire of songs          To use costumes and resources to act out narratives</p>	<p>To create musical patterns using instruments          To begin to create costumes and resources for role play          To join in with whole school singing assemblies</p>	<p>To perform songs and rhymes for an audience          To move in time to music          To create costumes and resources for role play</p>	<p>To learn dance routines          To act out familiar stories          To follow a musical rhythm to play tuned instruments          To create new narratives based around stories</p>	<p>To listen to songs and poems and create their own          To create own compositions using tuned instruments          To invent their own narratives, making costumes and resources          To join in with whole school assemblies</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music.</p>
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