



Progression in Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Listening, Attention and Understanding</b>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Speaking</b>	<p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To use new vocabulary throughout the day</p>	<p>To share their work to the class- standing up at the front</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>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>

**Progression of Personal, Social and Emotional Development**

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>ELG</b>
<b>Self- Regulation</b>	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one- step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two- step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</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 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.</p> <p><b>LINKED TO PSHE</b></p>
<b>Managing Self</b>	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed into role play clothes with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zip, buttons and buckles</p>	<p>To develop independence when dressing and undressing for activities such as role play, P.E and Forest School</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put clothes on and do up zips, buttons and buckles with minimal support</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

<b>Building Relationships</b>	To seek support of adults when needed	To play with children who are playing with the same activity	To begin to work as a group with support	To listen to the ideas of other children and agree on a solution and compromise	To work as a group	To have confidence to communicate with adults around the school	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
	To gain confidence to speak to peers and adults	To begin to develop friendships	To use taught strategies to support turn taking		To begin to develop relationships with other adults around the school	To have strong friendships	

**Progression of Physical Development**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Gross Motor Skills</b>	To move safely in a space	To balance To run and stop	To roll and track a ball	To create short sequences using shapes, balances and travelling actions	To use counting to help to stay in time with the music when copying and creating actions	To develop accuracy when throwing and practise keeping score	<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>LINKED TO PE</b></p>
	To stop safely	To change direction	To develop accuracy when throwing to a target	To balance and safely use apparatus	To move safely with confidence and imagination, communicating ideas through movement	To follow instructions and move safely when playing tagging games	
	To develop control when using equipment	To jump To hop	To dribble using hands	To jump and land safely from a height	To explore movement using a prop with control and co- ordination	To learn to play against an opponent	
	To follow a path and take turns	To explore different ways to travel using equipment	To throw and catch with a partner	To develop rocking and rolling	To move with control and co- ordination, expressing ideas through movement	To play by the rules and develop coordination	
	To work co-operatively with a partner		To dribble a ball using feet	To explore traveling around, over and through apparatus	To move with control and co- ordination, copying, linking and repeating actions	To explore striking a ball	
			To kick a ball to a target	To create short sequences linking actions together and including apparatus	To remember and repeat actions, exploring pathways and shapes	To work cooperatively as a team	

<b>Fine Motor Skills</b>	To use a dominant hand	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out large shapes	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
	To mark make using different shapes	To hold scissors correctly and cut along a straight and zigzagged lines	To hold scissors correctly and cut along a curved line	To write letters using the correct letter formation and control the size of letters	To correctly copy letters as taught	To create drawings with details	
	To begin to use a tripod grip when using mark making tools	To use a tripod grip when using mark making tools	To thread small beads	To use small pegs	To paint using thinner paintbrushes	To correctly form letters as taught	
	To use tweezer to transfer objects	To use a tripod grip when using mark making tools	To write taught letters using correct formation	To use a screwdriver and saw		To independently use a knife, fork and spoon to eat a range of meals	
	To thread large beads	To accurately draw lines, circles and shapes to draw pictures					
	To use large pegs	To write taught letters using correct formation					
	To begin to copy letters	To use tap-tap and wood work bench effectively					
	To hold scissors correctly and make snips in paper						
To hold a knife, fork and spoon correctly							

**Progression of Literacy**

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>ELG</b>
<b>Comprehension</b>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>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.</p> <p>Use and understand recently introduced vocabulary during</p>

		To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes					discussions about stories, non-fiction, rhymes and poems and during role play.  <b>LINKED TO ENGLISH</b>
<b>Word Reading</b>  <i>SEE SOUNDS WRITE FOR SPECIFIC WORDS AND SOUNDS TO BE TAUGHT</i>	To recognise their name  To begin to blend sounds together to read words, using the taught sounds	To blend sounds to read words using taught sounds To read words ending with s e.g. cats  To begin reading captions and sentences using taught sounds  To read books matching their phonics ability	To begin to read longer words  To recognise taught digraphs in words and blend the sounds together  To read sentences containing common words/exception words and digraphs  To read books matching their phonics ability	To read longer words including those with double letters To read word with es /z/ at the end  To read sentences containing common words/exception words and digraphs  To read books matching their phonics ability	To read longer words  To read compound words  To read words ending in suffixes ing, ed, est  To read books matching their phonics ability	To read words with adjacent consonants  To read longer words  To read compound words  To read words ending in suffixes ing, ed, est  To read books matching their phonics ability	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.  <b>LINKED TO ENGLISH</b>
<b>Writing</b>	To copy their name  To give meanings to the marks they make  To copy taught letters  To write initial sounds  To begin to write CVC words using taught sounds	To write their name  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds	To form lower- case letters correctly  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some taught tricky words correctly	To form lower- case letters correctly and begin to former capital letters  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught tricky words correctly	To form lower- case and capital letters correctly  To begin to copy letters using a lead in and lead out  To begin to write longer words which are spelt phonetically  To begin to use capital letters at the start of a sentence  To use finger spaces and full stops when writing a sentence	To form lower- case and capital letters correctly  To copy letters using a lead in and lead out  To begin to write longer words and compound words which are spelt phonetically  To write sentences using a capital letter, finger spaces and full stop  To spell some taught tricky words correctly	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.  <b>LINKED TO ENGLISH</b>

					To spell some taught tricky words correctly  To begin to read their work back	To read their work back and check it makes sense	
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**Progression of Mathematics**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Number</b>	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p> <p><b>LINKED TO MATHS</b></p>
<b>Numerical Patterns</b>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the difference between odd and even numbers up to 8</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p>	<p>To count to 25 To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds,</p>

			To combine two groups of objects	To count back from 10  To combine two groups of objects  To take away objects and count how many are left  To find the missing number	To order numbers e.g. 13, 15, 19  To find the missing number in an addition and subtraction sentence problems	To double numbers up to 10  To find half of numbers up to 10  To share quantities equally  To combine groups of 2s, 5s and 10s	<a href="#">double facts and how quantities can be distributed equally.</a>  <b>LINKED TO MATHS</b>
<b>Shape, Space and Measure</b>	To match objects  To sort objects  To compare capacity, length, height, size.  To finish a repeating pattern of 2 objects or colours  To recognise and name circle and triangle  To recognise 1p and 2p	To recognise and name square and rectangle  To recognise 5p	To order objects by height and length  To order the days of the week  To measure height in play using non-standard measurements  To measure time  To begin to name 3D shapes  To explore the properties of 3D shapes in play	To recognise 10p  To begin to name 3D shapes  To explore the properties of 3D shapes in play	To measure capacity in play  To describe the properties of 3D shapes  To make pictures with shape arrangements	To explore money in role play  To begin to recognise the time to o'clock  To finish a repeating pattern  To make patterns using shapes  To name and describe 2D and 3D shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure  <b>LINKED TO MATHS</b>
<b>Progression of Understanding the World</b>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>ELG</b>
	To know about my own life-story	To know about figures from the past ( <a href="#">Neil Armstrong</a> , <a href="#">Tim</a> )	To talk about the lives of the people around us.	To know about the past through settings, characters and events encountered in books	To know about the past through settings, characters and events encountered in books	To know some similarities and differences between things in the past and now, drawing on	<a href="#">Talk about the lives of the people around them and their roles in society.</a> <a href="#">Know some similarities and differences between things in</a>

<p><b>Past and Present</b></p>	<p>To know how I have changed</p>	<p><a href="#">Peake, Mae Jemison</a>)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (<a href="#">Christmas</a>)</p>	<p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>read in class and storytelling</p>	<p>read in class and storytelling</p>	<p>experiences and what has been read in class</p>	<p>the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>LINKED TO HISTORY</b></p>
<p><b>People, Culture and Communities</b></p>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about how Jews celebrate Hannukah</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 talk about Chinese New Year.</p> <p>To know about people who help us within the local community</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know that people in other countries may speak different languages</p>	<p>To know that simple symbols are used to identify features on a map</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.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p> <p><b>LINKED TO RE/PSHE/GEOGRAPHY</b></p>
	<p>To ask questions about the natural environment.</p>	<p>To know about and recognise the signs of Autumn</p>	<p>To know about and recognise the signs of Winter</p>	<p>To know about and recognise the signs of Spring</p>	<p>To observe the growth of seeds and talk about changes</p>	<p>To know about and recognise the signs of Summer</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>



<p><b>The Natural World</b></p>	<p>To respect and care for the natural environments</p>	<p>To know about features of the world and Earth</p>	<p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the different between herbivores and carnivores</p>	<p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</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. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p> <p><b>LINKED TO SCIENCE/GEOGRAPHY</b></p>
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<p><b>Technology</b></p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety.</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size.</p>	<p>To use the IWB, changing games and programmes.</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the Bee- Bots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p> <p><b>LINKED TO COMPUTING</b></p>
<p><b>Progression of Expressive Arts and Design</b></p>							

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	
<b>Creating with Materials</b>	To name colours	To use colours for a particular purpose	To experiment with different mark making tools such as art pencils, pastels, chalk	To use natural objects to make a piece of art ( <a href="#">Andy Goldsworthy</a> )	To know which prime colours you mix together to make secondary colours	To know some similarities and differences between materials	<p><a href="#">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.</a></p> <p><b>LINKED TO ART/DT</b></p>	
	To experiment with mixing colours	To share their creations		To share creations and talk about the process	To plan what they are going to make ( <a href="#">cooking, wood work, construction, junk modelling</a> )	To learn about and compare artists ( <a href="#">Henri Matisse</a> )		
	To create simple representations of people and objects	To explore different techniques for joining materials ( <a href="#">Glue Stick, PVA</a> )	To explore different techniques for joining materials ( <a href="#">Glue Stick, PVA, Masking Tape, Tape</a> )	To know how to work safely and hygienically	To explore different techniques for joining materials ( <a href="#">Glue Stick, PVA, Masking Tape, Tape, Split Pins</a> )	To draw more detailed pictures of people and objects		To explore, use and refine a variety of artistic effects to express their ideas and feeling
	To draw and colour with pencils and crayons	To know how to work safely and hygienically	To use non- statutory measures ( <a href="#">spoons, cups</a> )	To use non- statutory measures ( <a href="#">spoons, cups</a> )	To make props and costumes for different role play scenarios	To manipulate materials		To share creations, talk about process and evaluate their work
	To role play using given props and costumes	To use non- statutory measures ( <a href="#">spoons, cups</a> )	To use some cooking techniques ( <a href="#">spreading, cutting, threading, coring, mixing</a> ) <a href="#">Sandwiches, Fruit Kebab, Biscuits</a>	To use some cooking techniques ( <a href="#">spreading, cutting, threading, coring, mixing</a> ) <a href="#">Sandwiches, Fruit Kebab, Biscuits</a>	To know how to work safely and hygienically	To create observational drawings		To adapt work where necessary
	To explore different techniques for joining materials ( <a href="#">Glue Stick</a> )	To use some cooking techniques ( <a href="#">spreading, cutting, threading, coring</a> ) – <a href="#">Sandwiches, Fruit Kebab</a>	To use tools to cut and join wood	To use tools to cut and join wood	To use non- statutory measures ( <a href="#">spoons, cups</a> )	To know how to work safely and hygienically		
	To know how to work safely and hygienically				To use non- statutory measures ( <a href="#">spoons, cups</a> )	To use non- statutory measures ( <a href="#">spoons, cups</a> )		
	To use non- statutory measures ( <a href="#">spoons, cups</a> )				To use some cooking techniques ( <a href="#">spreading, cutting, threading, coring, mixing, grating</a> ) <a href="#">Sandwiches, Fruit Kebab, Biscuits, Salads</a>	To use some cooking techniques ( <a href="#">spreading, cutting, threading, coring, mixing, grating, adding flavours</a> ) <a href="#">Sandwiches, Fruit Kebab, Biscuits, Salads</a>		
	To use some cooking techniques ( <a href="#">spreading, cutting</a> ) – <a href="#">Sandwiches</a>				To use tools to cut and join wood using different nails and screws			
	To use different construction materials				using different nails and screws			
				To know the names of tools				

<p><b>Being Imaginative and Expressive</b></p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform in the Christmas Play</p> <p>To learn and perform a song for the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch-match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To join with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To perform in the school end of year concert</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>	<p>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.</p> <p><b>LINKED TO MUSIC/DRAMA</b></p>
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