**D Grayhurst**

**Reception Year Progression of Skills & Curriculum Overview – The Ellis CE Primary School**

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|  | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | | **Summer 2** | | |
| **Area of Learning** | **Year 1** | **Me and My Family!** | | **Year 1** | **Seasons** | | **Year 1** | **Food** | | **Year 1** | **Growing** | | **Year 1** | **Mini-Beasts** | | **Year 1** | **Traditional Tales** | |
| **Year 2** | **Rhyme Time** | | **Year 2** | **Light & Dark** | | **Year 2** | **Toys** | | **Year 2** | **Homes** | | **Year 2** | **Where We Live!** | | **Year 2** | **Journeys** | |
| **Themes** | Me & My Family  Learn about themselves & family similarities & differences  Independence & self-help skills  Keeping healthy – include dental hygiene | | Rhyme Time  Familiar rhymes  Nursery  Rhyming stories  Number rhymes | Seasons  The Four Seasons – Focus on  Autumn/Winter  Seasonal celebrations including other cultures: Bonfire Night, Remembrance Day, Diwali, Christmas | | Light & Dark  Colours  Night and day  Nocturnal animals | Food  New Year Chinese New Year  Origins of food Fruit & vegetables  Our favourite foods, Food from other countries/ cultures  Meal time routines and using cutlery | | Toys  Favourite toys  Toys from the past  Toys that move | Growing  Growing plants & flowers  Rainbow Garden  Vegetable Patch  Cress Heads | | Homes  Caring for plants and animals  Field to fork – how do we grow vegetables? Life-cycle of a plant | Mini-beasts  Identifying insects  Habitats Life-cycles  Caring for the environment  and living things | | Where We Live!  Local attractions  Local maps  Local landmarks | Traditional Tales  Story language  Refrains  Narrative structure – beginning, middle, end | | Journeys  Holidays  Other countries and their cultures  World maps/globes |
| **Possible**  **Enrichment Activities** | Walk around our Local Area  Visitor (person who helps us)  family members | | Participate in Nursery Rhyme week | Trip to the Forest School Area | |  | Ice Experiments  *Chinese New Year Parade*  Making food for EYFs party | | Artefacts from past toys present and past | Pancake Day Fairtrade  Easter International Women’s Day  *World Book Day*  *Easter Bonnet Parade* | | Our homes  Different types of homes  Similarities and differences Materials  Homes around the world  Local walk Artefacts | Mini-beast hunt  Mini-beast workshop | | Elsecar Park | Visit – Sundown Park  Story-Telling Week  *World Music Day* | | Seaside trip Cleethorpes |
| Harvest Festival – EYFS Coffee Morning | | | *Christmas Coffee Morning Concert, Christmas Jumper, Day Christmas Party* | | |
| **Communication and Language**    Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Story Telling Sessions including Helicopter Stories | ***Listening, Attention and Understanding***  Children will be able to understand how to listen carefully and know why it is important.  ***Speaking***  Children will talk in front of small groups and their teacher offering their own ideas. | | | ***Listening, Attention and Understanding***  Children will understand how and why questions and answer them appropriately.  ***Speaking***  Children will use new vocabulary throughout the day. | | | ***Listening, Attention and Understanding***  Children will learn to ask questions to find out more.  ***Speaking***  Children will talk in sentences using conjunctions, e.g. *and, because*. | | | ***Listening, Attention and Understanding***  Children will retell a story and follow a story without pictures or props.  ***Speaking***  Children will engage in non-fiction books and to use new vocabulary in different contexts. | | | ***Listening, Attention and Understanding***  Children will be able to understand a question such as who, what, where, when, why and how.  ***Speaking***  Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. | | | ***Listening, Attention and Understanding***  Children will be able to have conversations with adults and peers with back-and-forth exchanges.  ***Speaking***  Children will use talk in sentences using a range of tenses. | | |
| ***Listening, Attention and Understanding:*** 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.  ***Speaking:*** 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. | | | | | | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**    Children develop their personal, social and emotional skills throughout the year through circle times, social stories, support, diversity stories | ***Self-Regulation***  Children will be able to follow one step instructions.  Children will recognise different emotions.  Children will focus during short whole class activities.  ***Managing Self***  Children will learn to wash their hands independently.  ***Building Relationships***  Children will seek support from adults and gain confidence to speak to peers and adults. | | | ***Self-Regulation***  Children will talk about how they are feeling and to consider others feelings.  ***Managing Self***  Children will understand the need to have rules.  ***Building Relationships***  Children will begin to develop friendships. | | | ***Self-Regulation***  Children will be able to focus during longer whole class lessons.  ***Managing Self***  Children will begin to show resilience and perseverance in the face of a challenge.  ***Building Relationships***  Children will be able to use taught strategies to support in turn taking. | | | ***Self-Regulation***  Children will identify and moderate their own feelings socially and emotionally.  ***Managing Self***  Children will develop independence when dressing and undressing.  ***Building Relationships***  Children will listen to the ideas of other children and agree on a solution and compromise. | | | ***Self-Regulation***  Children will be able to control their emotions using a range of techniques.  ***Managing Self***  Children will manage their own basic needs independently.  Children will learn to dress themselves independently.  ***Building Relationships***  Children will learn to work as a group. | | | ***Self-Regulation***  Children will be able to follow instructions of three steps or more.  ***Managing Self***  Children will show a ‘can do’ attitude.  Children will understand the importance of healthy food choices.  ***Building Relationships***  Children will have the confidence to communicate with adults around the school. | | |
| ***Self-Regulation:*** 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.  ***Managing Self:*** 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.  ***Building Relationships:*** 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. | | | | | | | | | | | | | | | | | |
| Physical Development    Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, drawing skills (*Drawing into Writing approach*) | ***Gross Motor***  Children will learn to move safely in a space.  ***Fine Motor***  Children will use their dominant hand to hold a pencil in a comfortable and appropriate grip – usually between thumb and first two fingers (tripod). | | | ***Gross Motor***  Children will explore different ways to travel using equipment.  ***Fine Motor***  Children will accurately draw lines, circles and shapes to draw pictures. | | | ***Gross Motor***  Children will be able to control a ball in different ways.  Children will balance on a variety of equipment and climb.  ***Fine Motor***  Children will handle scissors, pencil and glue effectively. | | | ***Gross Motor***  Children will jump and land safely from a height.  ***Fine Motor***  Children will begin to use cutlery appropriately. | | | ***Gross Motor***  Children will move safely with confidence and imagination, communicating ideas through movement.  ***Fine Motor***  Children will hold scissors correctly and cut out small shapes. | | | ***Gross Motor***  Children will be able to play by the rules and develop coordination.  ***Fine Motor***  Children will form letters correctly using a comfortable and appropriate pencil grip. | | |
| ***Gross Motor:***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.  ***Fine Motor:***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. | | | | | | | | | | | | | | | | | |
| **Literacy** | ***Comprehension***  Children will learn how to look at a book, hold it the correct way and turn the pages.  ***Word Reading***  Children will segment and blend sounds in simple words orally.  ***Writing***  Children will give meanings to the marks they make. | | | ***Comprehension***  Children will engage and enjoy an increasing range of books.  ***Word Reading***  Children will begin to segment and blend the sounds to read familiar CVC words.  ***Writing***  Children will begin to form some letters correctly. | | | ***Comprehension***  Children will act out stories using recently introduced vocabulary.  ***Word Reading***  Children will recognise taught some Set 1 digraphs in words and blend the sounds together to read words.  ***Writing***  Children will begin to write CVC words representing the sounds with a letter/letters. | | | ***Comprehension***  Children will be able to talk about the characters in the books they are reading.  ***Word Reading***  Children will read words containing Set 1 digraphs and will begin to read a simple sentence or ditty.  ***Writing***  Children will write labels/[phrases representing the sounds with a letter/letters. | | | ***Comprehension***  Children will retell a story using vocabulary influenced by their book.  ***Word Reading***  Children will know some Set 2 sounds and begin to read simple sentences. They will begin to read some common exception words by sight.  ***Writing***  Children will write words which are spelt phonetically. | | | ***Comprehension***  Children will be able to answer questions about what they have read.  ***Word Reading***  Children will read aloud simple sentences from books that are consistent with their phonic knowledge including some common exception words.  ***Writing***  Children will write simple phrases and sentences using recognisable letters and sounds. | | |
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| **Possible Book Focus’** | Nursery Rhymes  We’re going on a Bear Hunt  Handa’s Surprise  The Little Red Hen | | | The Gruffalo  Owl Babies  The Gruffalo’s Child  The Nativity Story  Christmas Books | | | Oliver’s Vegetables Oliver’s Fruit Salad  Oliver’s Milkshake  The Enormous Turnip  The Gingerbread Man | | | Jack and the Beanstalk  Jasper’s Beanstalk  The Tiny Seed  Non-fiction book – about plant including *My Bean Diary* | | | *The Very Hungry Caterpillar*  *What the Ladybird Heard*  *Non-fiction books – Mini-beasts*  *The Extraordinary Gardner –*  *(Literacy Tree)* | | | Goldilocks & The Three Bears  Three Little Pigs  Cinderella  *Little Red – (Literacy Tree)* | | |
| ***Comprehension:*** 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.  ***Word Reading:*** 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.  ***Writing:*** 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. | | | | | | | | | | | | | | | | | |
| **Mathematics**      *Mastering Number for F2*  *White Rose - SSM* | During the first term in Reception   |  | | --- | | pupils will build on previous experiences of  number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. |  |  | | --- | |  |   Subitising  Perceptually subitise within 3  Identify sub-groups in larger arrangements  Create their own patterns for numbers within 4  Practise using their fingers to represent quantities which they can subitise  Experience subitising in a range of contexts, including temporal patterns made by sounds.  Cardinality, Ordinality and Counting  Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set  Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song  Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting  Have opportunities to develop an understanding that anything can be counted, including actions and sounds  Explore a range of strategies which support accurate counting.  Composition  See that all numbers can be made of 1s  Compose their own collections within 4.  Comparison  Understand that sets can be compared according to a range of attributes, including by their numerosity  Use the language of comparison, including ‘more than’ and ‘fewer than’  Compare sets ‘just by looking’.  Shape, Space and Measures  Compare size, mass a capacity  Explore simple patterns | | | Subitising  Continue from first half-term  Subitise within 5, perceptually and conceptually, depending on the arrangements.  Cardinality, Ordinality and Counting  Continue to develop their counting skills  Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand  Begin to count beyond 5  Begin to recognise numerals, relating these to quantities they can subitise and count.  Composition  Explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot  Explore the composition of numbers within 5.  Comparison  Compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching  Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.  Shape, Space and Measures  Explore 2D Shapes including Circle, Triangles and 4 sided shapes  3D Shape names | | | During the second term in Reception   |  |  | | --- | --- | | |  | | --- | | pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. | |   Subitising  Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements  Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part  Experience patterns which show a small group and ‘1 more’  Continue to match arrangements to finger patterns.  Cardinality, Ordinality and Counting  Continue to develop verbal counting to 20 and beyond  Continue to develop object counting skills, using a range of strategies to develop accuracy  Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10  Order numbers, linking cardinal and ordinal representations of number  Composition  Continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5  Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns  Begin to see that numbers within 10 can be composed of ‘5 and a bit’  Comparison  Continue to compare sets using the language of comparison, and play games which involve comparing sets  Continue to compare sets by matching, identifying when sets are equal  Explore ways of making unequal sets equal  Shape, Space and Measures  Compare Mass  Compare Length & Height | | | Subitising  Explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.  Cardinality, Ordinality and Counting  Continue to consolidate their understanding of cardinality, working with larger numbers within 10  Become more familiar with the counting pattern beyond 20.  Composition  Explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers  Begin to link even numbers to doubles  Begin to explore the composition of numbers within 10.  Comparison  Compare numbers, reasoning about which is more, using both an understanding of the ‘*howmanyness*’ of a number, and its position in the number system.  Shape, Space and Measures  Compare Capacity  Properties of 3D Shapes  Pattern | | | Subitising  Continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns  Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number  Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10  Be encouraged to identify when it is appropriate to count and when groups can be subitised.  Cardinality, Ordinality and Counting  Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers  Continue to develop confidence and accuracy in both verbal and object counting.  Composition  Explore the composition of 10.  Comparison  Order sets of objects, linking this to their understanding of the ordinal number system.  Shape, Space and Measures  Time  Money  Properties of 2D shapes – include hexagon and octagon | | | During the final term in Reception   |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. | | |   Subitising  In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  Cardinality, Ordinality and Counting  In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  Composition  In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  Comparison  In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  Shape, Space and Measures  In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. | | |
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| ***Number:*** 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.  ***Numerical Patterns:*** 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 equally. | | | | | | | | | | | | | | | | | |
| **Understanding the World** | ***History: Past and Present***  Children will know about their own life story and how they have changed.  ***Geography: People, Culture and Communities***  Children will know about features of the immediate environment.  ***Science: The Natural World***  Children will understand the terms ‘same’ and ‘different’.  ***RE: People, Culture and Communities***  ***What makes people special?***  To begin to understand and talk about what makes our families unique and special.  To begin to understand that we all have special friends and that everyone is special for different reasons.  To begin to understand that a role model can be a person who can teach others how to do things, show us how to behave and treat others, and keep on trying when things are tricky.  **To begin to understand why Christians believe that Jesus is special.**  **To begin to recognise that Jesus is a very special role model for Christians.**  **To show an awareness that Moses is a role model for Jews who, they believe, was given 10 rules from God to show them how to live their lives well.** | | | ***History: Past and Present***  Children will talk about the lives of people around them.  ***Geography: People, Culture and Communities***  Children will know that there are many countries around the world.  ***Science: The Natural World***  Children will explore and ask questions about the natural world around them.  ***RE: People, Culture and Communities***  ***What is Christmas?***  To begin to understand the reason why we give presents at Christmas time.  To know why we say thank you in different situations particularly when we receive a gift from others.  To begin to understand ‘The Christmas Story’ is the reason why Christians celebrate Christmas every year.  To begin to understand that ‘The Nativity’ is the story of the ‘First Christmas’ when Jesus was born.  To show an understanding that Christmas is when Christians celebrate the birth of Jesus. | | | ***History: Past and Present***  Children will know some similarities and differences between things in the past and now.  ***Geography: People, Culture and Communities***  Children will know that people around the world have different religions.  ***Science: The Natural World***  Children will talk about features of the environment they are in and learn about the different environments.  ***RE: People, Culture and Communities***  ***How do people celebrate?***  **To begin to understand how we celebrate the start of the New Year and why it is important.**  **To recognise that people have different beliefs and celebrate special times in different ways.**  **To know some similarities and differences between different cultural traditions and customs in this country and around the world. i.e. The Chinese and Persian New Year, Holi.**  **To develop an understanding of how the Chinese community celebrate the Chinese New Year in this country and around the world.**  **To develop an understanding of how people celebrate the Persian New Year.**  **To show an understanding of the traditions and customs linked to Holi (A Hind Festival)** | | | ***History: Past and Present***  Children will talk about past and present events in their lives and what has been read to them.  ***Geography: People, Culture and Communities***  Children will know about people who help us within the community.  ***Science: The Natural World***  Children will make observations about plants discussing similarities and differences.  ***RE: People, Culture and Communities***  ***What is Easter?***  To understand that Spring is a time of new beginnings and new life.  To understand that Easter is a Christian celebration.  To learn the ‘Easter Story’ and begin to understand why Easter is such an important time for Christians.  To begin to understand the miracle of Jesus’ death and resurrection at Easter. | | | ***History: Past and Present***  Children will know about the past through settings and characters.  ***Geography: People, Culture and Communities***  Children will know that people in other countries may speak different languages.  ***Science: The Natural World***  Children will make observations about animals discussing similarities and differences.  ***RE: People, Culture and Communities***  ***What can we learn from stories?***  To begin to understand what we can learn from stories.  To understand that traditional Fable stories teach us important lessons.  To listen and respond to stories from other cultures and talk about the lessons that they teach us.  To understand that some stories from the bible teach us important lessons, and to know that these stories are called ‘parables’. | | | ***History: Past and Present***  Children will know about the past through settings, characters and events.  ***Geography: People, Culture and Communities***  Children will know that simple symbols are used to identify features on a map.  ***Science: The Natural World***  Children will know some important processes and changes in the natural world, including states of matter.  ***RE: People, Culture and Communities***  ***What makes places special?***  To understand what makes a home a special place.  To recognise the similarities and differences between homes around the world.  To understand what makes our world such a special place.  To identify and talk about places and locations that are special to us.  To understand that Church is a special place of worship for Christians.  To understand the Mosques are a special place of worship for Muslims.  To understand that Synagogues are a special place of worship for the Jewish community. | | |
| ***Past and Present:*** 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.  ***People, Culture and Communities:*** 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.  ***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, 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. | | | | | | | | | | | | | | | | | |
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| Expressive Arts and Design | ***Music: Being Imaginative***  Children will sing and perform nursery rhymes.  *See Kapow for progression of skills*  ***Art & Design: Creating with Materials***  **Drawing Skills:** Children will explore mark making and begin to draw in more detail. | | | ***Music: Being Imaginative***  Children will experiment with different instruments and their sounds.  *See Kapow for progression of skills*  ***DT: Creating with Materials*** Children will experiment with different textures and joining materials. | | | ***Music: Being Imaginative***  Children will create narratives based around stories.  *See Kapow for progression of skills*  ***DT: Creating with Materials***  DT: Children will safely explore different techniques for cutting and preparing food. . | | | ***Music: Being Imaginative***  Children will move in time to the music.  *See Kapow for progression of skills*  ***Art & Design: Creating with Materials***  **Painting:** Explore and use different artistic affects and methods including colour mixing, shading and pattern. | | | ***Music: Being Imaginative***  Children will play an instrument following a musical pattern.  *See Kapow for progression of skills*  ***Art & Design: Creating with Materials***  Develop cutting, threading, folding and joining skills through creative craft projects. | | | ***Music: Being Imaginative***  Children will invent their own narratives, stories and poems.  *See Charanga Progression of Skills document.*  ***DT: Creating with Materials***  To plan and select the resources needed to make a model. To share and talk about the process of creation. | | |
| ***Creating with Materials:*** 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.  ***Being Imaginative:*** 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. | | | | | | | | | | | | | | | | | |