



## Broad Oak Reception Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Self-Regulation</b>	<p>To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.</p> <p>Children are able to recognise different emotions with the help of The Colour Monster.</p> <p>To focus during short whole class activities</p> <p>Children will see themselves as unique by sharing their hobbies and interests.</p>	<p>To talk about how they are feeling and to consider others feelings.</p> <p>Children will know how to be helpful by taking on jobs such as serving snack and putting rubbish in the bin.</p>	<p>To be able to focus during longer whole class lessons.</p> <p>Children will know how to make the right choice and the consequences of not doing so.</p> <p>Children will be aware of ways to stay safe indoors and outdoors linked to the PSHE topic and know key adults who can help them when needed.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>Children will know the effects of their behaviour on others.</p> <p>Children will learn about rights and respect and be able to name their special people and how they show care and concern towards these people</p>	<p>To be able to control their emotions using a range of techniques, accessing the calm tent and resources when needed.</p> <p>Children will be able to say how they can be their best linked to their PSHE learning. Knowing how to take care of their bodies and minds.</p>	<p>To follow instructions of three steps or more.</p> <p>Children will know how to overcome challenges, using books such as 'Squirrels Who Squabbled.'</p> <p>Children will explore growing and changing. Children will be able to order the life stages and be able to say how they feel about the changes in life.</p>	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>
<b>Managing Self</b>	<p>To wash hands independently</p> <p>Children will know how regular exercise is important for their health. This will be explored through snack time and PE sessions.</p>	<p>To understand the need to have rules and children are aware and try to follow the rainbow promises, responding to the visual behaviour chart in place.</p> <p>Children will know how healthy eating is important for their health.</p>	<p>To begin to show resilience and perseverance in the face of a challenge.</p> <p>Children will know how regular teeth brushing is important for their health. This will be explored through our 'People Who Help Us' topic and a dentist will be invited into school.</p>	<p>To develop independence when dressing and undressing.</p> <p>Through our online safety, Children will know what a sensible amount of screen time is and why this is important for their health.</p>	<p>To manage own basic needs independently.</p> <p>To dress independently.</p> <p>Children will know about the importance of a good sleep routine for their health.</p>	<p>To be able to show a 'can do' attitude</p> <p>To understand the importance of healthy food choices.</p> <p>Children will know how to be a safe pedestrian and why this is important. This will be through our 'Right Start' sessions.</p>	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>	<p>To seek support from adults and gain confidence to speak to peers and adults.</p> <p>Children will know how to identify their feelings, using books such as 'The Colour</p>	<p>Begin to develop friendships.</p> <p>Children will learn strategies to know how to listen to others with respect and how to show</p>	<p>To be able to use taught strategies to support turn taking.</p> <p>Children will know how to treat others in our class using the statement 'safe hands and kind</p>	<p>To listen to the ideas of other children and agree on a solution and compromise.</p> <p>Children will be able to describe what makes a good friend including attributes</p>	<p>To work as a group.</p> <p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>To be able to have confidence to communicate with adults around the school.</p> <p>Children will know how to</p>	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> </ul>

	Monster' to support understanding.	good turn taking with their friends.	words'. Ensuring they are aware of all rainbow promises.	such as listening and sharing.		resolve a problem by talking it through with a friend or adult.	- Show sensitivity to their own and to others' needs.
These statements are split, but all should apply on an ongoing basis throughout the year.							
<b>Listening, Attention and Understanding</b>	<p>To be able to understand how to listen carefully and know why it is important.</p> <p>To be able to follow simple directions</p> <p>Children will listen carefully to a story.</p> <p>Children will ask what questions.</p>	<p>To begin to understand how and why questions.</p> <p>Children will ask who questions.</p> <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To respond to instructions with more than one step</p>	<p>To be able to ask questions to find out more.</p> <p>Children will talk about key events in a story.</p> <p>Children will identify the main characters in the story and talk about their feelings. (How did the pig feel when his house was blown down?)</p> <p>Children will ask when questions.</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story and follow a story without pictures or props.</p> <p>Children will engage in non-fiction books and discuss key findings.</p> <p>Children will ask where questions.</p>	<p>To be able to understand a question such as who, what, where, when, why and how.</p> <p>Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p>Children will understand the process of life cycles and recall key events using new vocabulary.</p>	<p>To be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Children will 'hot seat' characters from a story. They will ask and answer questions.</p> <p>Children will articulate their ideas and thoughts in well-formed sentences.</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;</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Speaking</b>	<p>To be able to talk in front of small groups and their teacher offering their own ideas.</p> <p>Develop social phrases such as 'Good morning, how are you?'</p> <p>Children will know and retell 'Rosie's Walk', with the use of a story map.</p> <p>Children will learn, know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.</p>	<p>To be able to use new vocabulary throughout the day.</p> <p>Children will retell some of the story 'Kipper's Birthday', once they have a deep familiarity with the text and use some repetition and some of their own words.</p> <p>Children will know and use vocabulary linked to their theme 'Celebrations!' including Christmas, Diwali, Eid, weddings, christenings, birthdays etc.</p>	<p>To talk in sentences using conjunctions e.g. and, because</p> <p>Children will engage in traditional tale stories and be able to retell 'The 3 Little Pigs.'</p> <p>Children will know and use vocabulary linked to their theme 'Traditional Tales'</p> <p>Children will express ideas using past and present tense linked to the history of nursery rhymes.</p>	<p>To engage in non-fiction books and to use new vocabulary in different contexts.</p> <p>Understanding and asking questions of visitors about their role in our community.</p> <p>Daily role-play, using vocabulary linked to each visit.</p> <p>Children will know and use vocabulary linked to their theme 'People who Help Us!' including community, officer, property, law, firefighter, coastguard etc.</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Children will sequence the events of different life cycles.</p> <p>Children will know and use vocabulary linked to their theme 'Planting and Growing' including life cycles and mini-beasts.</p> <p>Children will offer explanations for why things might happen, making use of recently introduced vocabulary. (To recall</p>	<p>To be able to talk in sentences using a range of tenses.</p> <p>Holding conversations using full sentences, past, present and future tenses and making use of conjunctions.</p> <p>Children will talk about the books we have read and the information we have found out, expressing our own ideas.</p> <p>Children will express ideas</p>	<p>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

		Children will listen carefully to songs, paying attention to how they sound. They will learn these and sing them in the school Christmas production.		They will link statements and stick to a main theme	the life cycle of a butterfly)	using past and present tense.  Children will talk to adults around the school, helping their transition to year 1.	
<b>Gross Motor Skills</b>	To move safely in a space, exploring different ways to travel.	Explore different ways to travel using equipment.  Children will balance on small and large parts of different body parts  To explore throwing and catching, being able to catch large beach balls/balloons	To be able to control a ball in different ways, balance on a variety of equipment and climb using alternating feet  To throw over arm  To roll a ball  To explore and perform a range of gymnastic rolls	To jump and land safely from a height.  To show increasing control over an object pushing it.  To over arm throw for distance	To move safely with confidence and imagination, communicating ideas through movement.  To confidently roll in a variety of ways  To travel over, under and through balance and climbing equipment.	To show increasing control over an object pushing and patting it.  To underarm throw with some accuracy  Children will show development in all of the fundamental skills.	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>	Begin to use tripod grip when using mark making tools and use the correct posture for writing.  Children will know how to form the letters m,a,s,d.	To accurately draw lines, circles and shapes to draw pictures.  Children will know how to do up and undo buttons.  Children will know how to form the letters t, i, n, p, g, o.	To handle scissors, pencil and glue effectively.  Children will know how to use a knife and fork.  Children will know how to correctly form the letters c, k, u, b, f, e.	Able to use cutlery appropriately.  Children will know how to use two-hole scissors to make snips in paper.  Children will know how to correctly form the letters l, h, r, j, v, y.	Hold scissors correctly and cut out small shapes.  Children will know how to correctly form the letters w, z, x, q.	To form letters correctly using a tripod grip.  Children will explore how to correctly form capital letters, using them when writing simple sentences	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
<b>Comprehension</b>	Independently looks at a book, holding it the correct way and turning pages.  Explore books about feelings, using the illustrations to help them say what is happening.	Engages and enjoys an increasing range of books.  To recall key events in stories and use new vocabulary. Retell the Nativity Story	Acts out stories using recently introduced vocabulary.  To retell traditional tales, using key phrases. Key talks will be – The Three Little Pigs, The Gingerbread man, Goldilocks and the Three Bears and Jack and the Bean Stalk.	To be able to talk about the characters in the books they are reading.  To find out information from non-fiction books. Talking about the people who help us.	Retell a story using vocabulary influenced by their book.  Retell the stages of 'The Hungry Caterpillar'	Able to answer questions about what they have read showing an understanding of information found in their stories. Understanding pollution through 'Somebody Swallowed Stanley'	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> </ul>

							<ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Word Reading</b>	<p>Orally blend words.</p> <p>Begin to Segment and blend sounds together to read CVC words.</p> <p>Children will read and form the sounds m, a, s, d, t, i, n, p, g, o, c, u, b, f, e</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words I, the.</p>	<p>Orally blend words and may begin to independently read words.</p> <p>Children will read and form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will be able to orally blend and begin to independently blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p>	<p>Begin to read captions and sentences.</p> <p>Recognise taught special friends in words and blend the sounds together.</p> <p>To read Ditty reading sheets and recall red words at this level</p>	<p>Read words containing red words and digraphs.</p> <p>To read Red story books and recall red words at this level</p>	<p>Read longer sentences containing set 2 'special friends' words and red words.</p> <p>To read Green Story books and recall red words at this level</p>	<p>Read books matching their phonics ability.</p> <p>To read Green or purple Story books and recall red words at this level</p>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Writing</b>	<p>To give meanings to the marks they make.</p>	<p>Tries to form letters correctly.</p> <p>Hear initial sounds and some dominant sounds for writing.</p> <p>Some children may write CVC words</p>	<p>Write words representing the sounds with a letter/letters.</p> <p>Write CVC – Some may begin to write simple captions</p>	<p>Write labels/phrases representing the sounds with a letter/letters.</p> <p>CVC words and begin to write simple sentences</p>	<p>Write words which are spelt phonetically.</p> <p>To hold and write a sentence</p>	<p>Write simple phrases and sentences using recognisable letter and sounds.</p> <p>To hold and write a sentence or phrases</p>	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Number</b>	<p>Match, sort and compare</p> <p>Children will represent, compose and compare numbers to 3.</p>	<p>Children will represent, compose and compare numbers to 5.</p> <p>Subitising 1-5</p>	<p>Alive in 5-</p> <p>Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Growing 6,7 and 8- Children will represent, compose and compare numbers to 8.</p>	<p>Have a deep understanding of numbers 1 – 10</p> <p>Children will know number bonds to 5.</p>	<p>To revise number bonds to 5.</p> <p>To 20 and beyond</p>	<p>Know number bonds to 10 including doubling facts.</p>	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other</li> </ul>

							aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<b>Numerical Patterns</b>	<p>Compare groups and sets of amounts</p> <p>Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Compare equal and unequal groups.</p> <p>Circles and triangles- Recognise and know their properties</p> <p>Shapes with 4 sides- Recognise and know their properties</p>	<p>Understand and explore the difference between odd and even numbers.</p> <p>Children will explore and show understanding of mass and capacity using the correct vocabulary</p>	<p>Children will explore length, height and time</p> <p>Children will explore 3D shapes- identify a cube, sphere, cylinder and cone.</p> <p>Children will combine 2 groups.</p> <p>Children will compare numbers to 10.</p>	<p>Share quantities equally.</p> <p>To be able to double quantities</p> <p>To know numbers beyond 10, to count, build and know the patterns</p>	<p>To be able to count beyond 30 and higher (100)</p> <p>Children will visualise, map and construct</p>	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Past and Present History</b>	<p>To know about their own life story and know they have changed.</p> <p>To explore families, looking at similarities and differences. Look at houses discuss how they have changed over the years, discussing past/present.</p>	<p>To know some similarities and differences between things in the past and now.</p> <p>To compare The Nativity to present. Looking at the changes in gifts and inns to hotels.</p>	<p>Talk about the lives of people around them.</p> <p>Children will express ideas using past and present tense linked to the history of nursery rhymes.</p>	<p>Talk about past and present events in their lives and what has been read to them</p> <p>Children will be able to compare modern day emergency vehicles to those in the past</p>	<p>To know about the past through settings, characters.</p> <p>Children will become familiar with the human life cycle using key vocabulary linked to time- then, before, now, next, soon.</p> <p>They will be able to order Mrs. Bentham's life cycle and discuss what the past, present and future may look like.</p>	<p>TO know about the past through settings, characters and events.</p> <p>Children will look at their time over the past year recalling the year through seasons.</p>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>People, Culture and Communities RE</b>	<p>Know about features of the immediate environment.</p> <p>Know about special occasions and recognise some features of celebrations such as Christmas/Harvest/ Diwali and Eid.</p>	<p>Know that there are many countries around the world.</p> <p>Understand that special occasions such as festivals are important for different faiths.</p>	<p>Know that people around the world have different religions.</p> <p>Know about &amp; recall some religious stories</p>	<p>Know about people who help us within the local community.</p> <p>Share features of a story that they like from the bible or Qur'an and explain why.</p>	<p>To know that people in other countries may speak different languages.</p> <p>Talk about the wonders of the natural world &amp; express ideas about how to care for animals and plants.</p> <p>Recall stories to explain Christian and Muslim ideas about Creation and the</p>	<p>To know that simple symbols are used to identify features on a map.</p> <p>Talk about their special place and explain why it is special.</p> <p>Be aware that some Christians, Muslims and Hindus have</p>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this</li> </ul>

					natural world & talk about ways in which people can harm and look after the natural world	places that are special to them.	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.
<b>People, Culture and Communities</b>  <b>Geography</b>	Know about features of the immediate environment.  Children will explore maps looking at different countries focusing on Africa when reading Handa's Surprise. They will be able to point out land and sea.  Children will create simple maps of their local area.	Know that there are many countries around the world.  Children will explore different types of maps and explore positional language.	Know that people around the world have different religions.  Children will create simple maps linked to our topic traditional tales. They will be able to navigate a bee-bot on a simple grid mat.  Children will learn simple facts about the country China and their Chinese New Year celebration.	Know about people who help us within the local community.  Children will learn about the local services in their community knowing how close they are to them if they need them. (Police, Doctors, Nurses, Firefighters etc)  Children will explore what a town/city is and look at ones surrounding our local area.  Children will be able to discuss the season spring and the different signs.	To know that people in other countries may speak different languages.  The children learn about the location of animals (mini-beasts) and how features of animals relate to their environment.	To know that simple symbols are used to identify features on a map.  Children explore different seasons and the changes we have seen during our regular weather observations and walks over the year.  Children will know ways to take care of our planet and discuss the effects of global warming linked to the story 'Somebody Swallowed Stanley.'	- 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.
<b>The Natural World</b>  <b>Science</b>	To explore and ask questions about the natural environment around them  Children to explore the season Autumn comparing to other seasons	Understand the terms 'same' and 'different'.  Children to explore different materials when creating team broomsticks. Wood-hard, Plastic, smooth, bumpy, etc.	Talk about features of the environment they are in and learn about the different environments.  Children will be able to discuss what happens in Winter and explore freezing and melting. Link to the Stickman/Bear Hunt snow storm.  Children to explore the properties of materials linked to	Make observations about animals discussing similarities and differences.  Children will be exploring planting learning about growing. They will plant their own beanstalk, taking care of it by understanding what the plant needs to grow.	Make observations about plants discussing similarities and differences.  Children will be able to talk about the life cycle of a caterpillar and be involved in taking care of their own caterpillars/butterflies. They will explore a range of life cycles and look at the human life cycle.	Know some important processes and changes in the natural world including states of matter.  Children will know the effects of global damage and learn to show care and concern for living things and the environment.	- 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;

			The Three Little Pigs. They will be able to make predictions, observations and comparisons, then group materials according to their properties.		Children will explore mini-beast and their habitats. They will know the criteria to make their own bug hotel.	Children will be able to recall the human life cycle and discuss their achievements now they have completed a full year of school.	- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Computing</b>	Children will know how to use the Interactive white board.	Children will know how to use a trackpad to move a cursor to complete a purple mash program.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use the laptop to make digital art using the programme 'paint'. ICT is used to create representations of 'People Who Help Us' using Purple Mash software.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.	
<b>Creating with Materials</b>  <b>Art and Design</b>	Experiment mixing with colours.  To choose colours to create a self-portrait.  Children will know how to mix primary colours to make secondary colours using poster paints.  Children will know how to draw a person – head, body, arms, legs and facial features.  Children will follow simple instructions to make bread  Children will build their own class scarecrow looking the different techniques to create a good structure	Experiment with different textures.  Children will know which glue or tape to use for their chosen purpose.  Children are to explore the artist Jackson Pollock to create firework paintings.  Children use different materials, to snip, rip, and stick to create a Rangoli pattern.  Children will create a split pin Elf of themselves, cutting and assembling the different body parts.  A range of Christmas crafts using different skills	Safely explore different techniques for joining materials.  Children to create a large class dragon, decorate using a range of materials and parade around the school to celebrate the Chinese New Year.  Children to create a character painting from their favourite traditional tale.  Children to follow step by step instructions to make porridge for Goldilocks.	Make props and costumes for different role play scenarios linked to people who help us.  Using lots of different joining materials, the children make their own junk model emergency vehicles.  Children to create moving picture cards for Easter looking at a slider mechanism  Children to make healthy fruit kebabs, using simple cutting skills.  Children to paint observational paintings of different spring flowers	Explore and use a variety of artistic effects to express their ideas and feelings.  Explore sketching creating pictures of different plants exploring the work of Van Gogh  Create collages of the hungry caterpillar exploring Eric Carle's illustrations  Children complete observational drawings of mini-beasts which they then use to create clay sculptures.  Whole class will design and make a bug house.	To share creations, talk about process and evaluate their work.  Children are to use water colours to create their own representations of a sea creature, choosing the correct colours.  Children will explore making a pirate map using the printing skill  Children will explore the weaving skill to create the Rainbow Fish  Children will design and making a floating ship thinking about the key 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.

<p><b>Being Imaginative and Expressive</b></p> <p><b>Music</b></p>	<p>Sing and perform nursery rhymes.</p> <p>To know multiple nursery rhymes.</p>	<p>Experiment with different instruments and their sounds.</p> <p>To know that we can move with the pulse of the music.</p>	<p>Create narratives based around stories.</p> <p>To know that the words of songs can tell stories and paint pictures.</p>	<p>Move in time to the music.</p> <p>To sing or rap nursery rhymes and simple songs from memory.</p>	<p>Play an instrument following a musical pattern.</p> <p>To know that songs have sections.</p>	<p>Invent their own narratives, stories and poems.</p> <p>To know a performance is sharing music.</p>	<ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
--	---	---	--	--	---	---	--