

Reception Progression of Skills

Many skills will be taught and embedded throughout the year with explicit teaching/focuses stated below

Personal, Social and Emotional							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Self Regulation	<p>To recognise different emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one step instructions.</p>	<p>To express feelings appropriately.</p> <p>To begin to understand our class charter and use it to prompt each other.</p> <p>To begin to consider the feelings of others.</p> <p>To focus during longer whole class lessons.</p>	<p>To take part in turn taking games.</p> <p>To follow two step instructions.</p>	<p>To express feelings appropriately and consider the feelings of others.</p> <p>To give out simple instructions to others.</p>	<p>To work towards a simple goal (i.e. making a model).</p> <p>To show resilience when trying out new activities.</p>	<p>To follow more complex instructions.</p> <p>To express feelings appropriately and consider the feelings of others, controlling their emotions when faced with challenges.</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>To put on a coat independently.</p> <p>To explore the indoor and outdoor environment independently (modelled if needed).</p> <p>To manage transitions independently (hand washing,</p>	<p>To know about and talk about oral health and its importance.</p> <p>To know about and talk about how a good sleep routine is important.</p> <p>To talk about being a safe pedestrian and road safety.</p>	<p>To know how to use zippers and dress ourselves.</p> <p>To spend a sustained period of time on an activity of their choosing.</p> <p>To know about and talk about how healthy eating is important.</p>	<p>To know about the use of technology.</p> <p>To know about and talk about how regular physical activity is important.</p>	<p>To know about and talk about how healthy eating helps health and wellbeing</p> <p>To participate in games where turn taking is involved - explaining why this is important and what the rules are.</p> <p>To find solutions to</p>	<p>To put on a coat independently, including zipping or buttoning it up.</p> <p>To spend a sustained period of time on an activity of their choosing showing resilience and perseverance.</p>	<p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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	<p>getting bags).</p> <p>To make a class charter together and begin to understand why it is important.</p>	<p>To participate in a trip to the Pantomime</p> <p>To help out at the local church, discussing why it is an important part of our community.</p>	<p>To find solutions to problems in friendships (with support)</p>		<p>problems in friendships, discussing and sharing ideas.</p>		
<p>Building Relationships</p>	<p>To understand they are part of a class at a school.</p> <p>To begin to take turns (with a timer)..</p> <p>To gain confidence to speak to peers and familiar adults.</p> <p>To be confident to speak in front of the class during show and tell.</p>	<p>To form positive relationships and begin to develop friendships.</p> <p>To have positive relationships with all reception staff, taking time to initiate conversations of their own interests.</p> <p>To be confident to speak in front of other adults during a performance.</p>	<p>To see themselves as a valuable individual, explaining who they are, what they like and who is in their family.</p> <p>To take turns with a little support.</p>	<p>To co-operate as part of a group when working towards a goal/project.</p>	<p>To think about the perspective of others, saying how they might feel.</p> <p>To take turns independently.</p> <p>To begin to develop relationships with other adults around the school (during music and PE, during clubs & lunchtimes).</p>	<p>To have and be able to discuss friendships.</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>

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Communication and Language							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, attention and understanding	<p>To understand how to listen carefully.</p> <p>To know why listening is important.</p> <p>To begin to understand 'why' questions.</p> <p>To know the expectations of sitting on the carpet.</p>	<p>To engage with story times and begin to join in with repeated refrains and or actions.</p> <p>To begin to understand how and why questions, demonstrating this in show and tell and other games.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To have conversations with teachers and peers (with prompting to turn take).</p>	<p>To understand how and why questions.</p>	<p>To begin to understand questions such as who, what, where, when, why and how to solve problems in their play.</p> <p>To have conversations with teachers and peers (back forth, building on what has been said).</p>	<p>To use and understand questions such as who, what, where, when, why and how to think critically.</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.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Use key vocabulary to identify their feelings.</p> <p>To use stem sentences modelled by an adult to ensure children use more than one word to answer questions.</p> <p>To teach children to use social phrases and manners.</p>	<p>Use key vocabulary to identify their feelings.</p> <p>To understand what a question is when modelled.</p> <p>Begin to describe events (i.e. explorer dome workshop)) using picture prompts</p>	<p>Use talk to explain how they feel, explaining why.</p> <p>To say sentences using connectives such as and to add information.</p> <p>To describe events from the past (Christmas holidays).</p>	<p>Use talk to explain how they feel, explaining why.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in detail from memory.</p>	<p>Use talk to explain how they feel, explaining why and what happened.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about non-fiction books to develop a</p>	<p>Use talk to explain how they feel, explaining why and what happened.</p> <p>Retell a familiar story/poem using key phrases or synonyms.</p> <p>To explain how things work during their play using new vocabulary</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, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full</p>



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	To use sentences of four to six words during conversations or play.	and stem sentences. Using future and past tense mostly correctly when modelled.	Using future and past tense mostly correctly. Know what a non-fiction book is and use it to develop key vocabulary (Build it Up!)	To use full sentences when speaking.	familiarity with new knowledge and vocabulary. To know and remember key rhymes.	taught.	sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Throughout the Year	Learn new vocabulary To use new vocabulary throughout the day. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Use talk to help work out problems and organise thinking and activities.						

Physical Development							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross Motor	To practise fundamental movement skills e.g. walking and running. To introduce changing direction. To stop safely. To teach children the skills to manage the day successfully (lining up,	To roll and track a ball. To practise throwing and catching a ball and begin to develop accuracy. To negotiate space successfully.	To practise fundamental movement skills. To be taught how to use the large apparatus in the halls safely. To negotiate space successfully, including obstacles	To practise fundamental movement skills To understand a sequence of movements. Combine different movements with ease and fluency	To throw, catch aim and pass a ball with increasing accuracy. To roll and track a ball towards a target with increasing accuracy.	To further develop and refine ball skills including throwing, catching, kicking, passing, batting and aiming.	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.

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Literacy							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Comprehension	<p>To show enjoyment in stories and join in with simple comprehension questions during whole class stories and reading groups.</p> <p>To name key characters.</p>	<p>To begin to anticipate key events in the story or how the story might end from what they know.</p> <p>To describe familiar characters and what they are like.</p> <p>To begin to infer feelings from facial expressions.</p> <p>To sequence key events in a familiar story (with support).</p>	<p>To show enjoyment in stories and rhymes.</p> <p>To begin to understand the importance of non-fiction books.</p> <p>To infer a character's feelings from events in stories.</p> <p>To make links to their own experiences.</p>	<p>To identify nonfiction and fiction books stating how they are used.</p> <p>To learn new vocabulary taught through books.</p> <p>To explain key events in a story creating a simple story map.</p>	<p>To learn and create simple rhymes.</p> <p>To learn new vocabulary taught through books.</p>	<p>To retell a simple story.</p> <p>To explain what they have enjoyed about a story.</p>	<p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p>
Word Reading	<p><i>Phase 2 Graphemes</i> Week 1: s a t p Week 2: i n m d Week 3: g o c k / is Week 4: ck e u r / l Week 5: h b f / the Revision & Assessment</p>	<p><i>Phase 2 Graphemes</i> Week 1: ff ll ss j / put pull full as Week 2: v w x y / and has his her Week 3: z zz qu words with s /s/ added at the end (hats sits) ch / go no to into Week 4: sh th ng nk / she push he of Week 5: words with</p>	<p><i>Phase 3 Graphemes</i> Week 1: ai ee igh oa Week 2: oo oo ar or / was you they Week 3: ur ow oi ear / my by all Week 4: air er words with double letters: dd mm tt bb rr gg pp ff / are sure pure</p>	<p><i>Phase 3 Graphemes</i> Week 1: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2: review Phase 3: er air words with double letters longer words Week 3: words with two or more digraphs</p>	<p><i>Phase 4</i> Week 1: short vowels CVCC / said so have like Week 2 short vowels CVCC CCVC / some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words /</p>	<p><i>Phase 4 Graphemes</i> Week 1: long vowel sounds CVCC CCVC Week 2: long vowel sounds CCVC CCCVC CCV CCVCC Week 3: Phase 4 words ending -s /s/ Phase 4 words</p>	<p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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		s /s/ added at the end (hats sits) / words ending s /z/ (his) and with s /z/ added at the end (bags) / we me be Revision & Assessment	Week 5: longer words Revision & Assessment	Week 4: longer words words ending in -ing compound words Week 5: longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ No new tricky words / Review all taught so far Secure spelling Revision & Assessment	were here little says Week 4 longer words compound words / there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est / out today Revision & Assessment	ending -s /z/ Phase 4 words ending -es longer words Week 4: root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: Phase 4 words ending in: -s /s/, -s /z/, -es longer words No new tricky words / Review all taught so far Secure spelling Revision & Assessment	
Writing	To write their name with support. To begin to form some letters correctly. To hear, say and write the initial sound in words.	To write their name, with most of the letters correctly formed without support. To form some taught letters correctly. To hear, say and write the initial and other sounds in words To hear, say and write the initial and other sounds in	To form most of the letters taught correctly. To hear, say and write the initial and other sounds in words (with a specific focus on taught sounds in progression) To begin to write short sentences or phrases looking at a super sentence. To correctly write	To write their name, with all the letters correctly formed. To form most of the letters taught correctly. To begin to use finger spaces when writing a simple sentence. To write short sentences using a capital letter and sometimes using a full stop.	To form almost all the letters taught correctly. To use finger spaces when writing a simple sentence. To write short sentences using a capital letter and a full stop. To correctly write some taught tricky words.	To form all the letters taught correctly. To correctly write some taught tricky words. To re-read what they have written to check it makes sense. To write short sentences using a capital letter and a full stop.	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.



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		words (with a specific focus on taught sounds in progression)	some taught tricky words.	To correctly write some taught tricky words.	To re-read what they have written to check it makes sense.	To write sentences using and to add information.	
Key Texts	King of the Classroom; Lost and Found; Enemy Pie; Happy in My Skin; Our Family; Diwali Celebration; My family; Real Life Superhero	Peace At Last; Whatever Next; How to Catch a Star; Owl Babies; Non-Fiction Space Books	Gumpy's Outing; My Cat Likes to Hide in Boxes; The Way I Feel; In Every House, on Every Street; Explorers (My First Heroes);	All Are Welcome; Our World: A First Book of Geography; Fatou, Fetch the Water; Penguin on Holiday; Walk this World; Under the Same Sky; Handa's Hen; One Gorilla: A Counting Book; Clean Up!; Mr Gumpy's Outing; Mr Gumpy's Motor Car; Mrs Armitage and the Big Wave; Mrs Armitage on Wheel; Mrs Armitage Queen of the Road; You Choose; All Around the World; Tanka Tanka Skunk!	All Are Welcome; Our World: A First Book of Geography; Fatou, Fetch the Water; Penguin on Holiday; Walk this World; Under the Same Sky; Handa's Hen; One Gorilla: A Counting Book; Clean Up!; Mr Gumpy's Outing; Mr Gumpy's Motor Car; Mrs Armitage and the Big Wave; Mrs Armitage on Wheel; Mrs Armitage Queen of the Road; You Choose; All Around the World; Tanka Tanka Skunk!	Say goodbye... say hello;; A Story about Afiya.	



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Maths - Mastering Number			
Autumn	Spring	Summer	ELG
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills.</p> <p>They will explore the composition of numbers within 5.</p> <p>They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed <ul style="list-style-type: none"> subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number <ul style="list-style-type: none"> develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5.</p> <p>They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles.</p> <p>They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern <ul style="list-style-type: none"> order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies.</p> <p>They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 4 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 	<p>ELG: Number:</p> <p>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 whole, bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns:</p> <p>Children at the expected level of development will:</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



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<ul style="list-style-type: none"> begin to develop the language of 'whole' when talking about objects which have parts 			
Match, sort and compare Talk about measure Patterns Circles and triangles Shapes with 4 sides	Measurement including length, height, mass and capacity Exploring 2D & 3D Shapes Sharing and grouping	Exploring Addition & Subtraction (less than, more than) Consolidation Sharing and grouping Number bonds to 5 and 10	

Understanding the World							
Area	Autumn 1 Me & My World	Autumn 2 Under the Moon	Spring 1 Build it Up!	Spring 2 Explorers	Summer 1 Roots, Shoots & Muddy Boots	Summer 2 Moving On	ELG
Past & Present	To compare and contrast characters from stories. (During story time and book used in literacy lessons) To talk about the occupations of people in their	Past & present influential people (Famous Astronauts)	Comparing and contrast familiar situations in the past - transport. Comparing and contrast familiar situations in the	Share pictures/stories of artefacts from the past, explaining similarities and differences	Comparing their own understanding of times by growing their own plants and observing the changes that happen.	Comparing their own timelines in class - Create an end of year timeline Beach History (seaside then & now)	-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

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	community (know the role of the emergency services).		past - homes in the past				events encountered in books read in class and storytelling.
People, Culture and Communities	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community (link to Churches, mosques and Temples)</p>	<p>To talk about how Hindus celebrate Diwali (story of Rama and Sita, making Rangoli patterns)</p> <p>To talk about why nativity is celebrated.</p> <p>Talk about members of the community</p>	<p>Talk about members of the community (Transport)</p> <p>Draw information from a simple map.</p> <p>To know we live in London.</p> <p>To explore different technology and why it is used (keyboard, mouse)</p>	<p>To talk about how and why Christians celebrate Easter.</p> <p>Draw information from a simple map.</p>	<p>To talk about how and why Muslims celebrate Eid</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class -</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>
The Natural World	<p>To respect and care for the natural environment (whole group forest school) and explicit teaching for outdoor area).</p>	<p>To know about and recognise the signs of Autumn.</p> <p>Nocturnal animals</p>	<p>To begin to understand some important processes including states of matter (freezing/ melting).</p> <p>To talk about discuss what things are made from (materials)</p>	<p>To know about the features of own immediate environment and how they might vary from another.</p>	<p>To plant seeds, watch them grow and discuss the changes. Year 1 Spring</p> <p>To make observational drawings of plants and discuss the different parts of a</p>	<p>To know about the features of own immediate environment and how they might vary from another.</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>



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					<p>plant.</p> <p>To identify and discuss minibeasts and other animals. Zoo Lab visit (taking pictures as a way of researching)</p>		<p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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Expressive Art and Design							
Area	Autumn 1 Kandinsky	Autumn 2 Van Gogh	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Creating with Materials	<p>To name colours. To role play using given props and costumes. To begin to explore different techniques for joining materials (i.e. using glue sticks, masking tape).</p> <p>Making a Diya</p> <p>To begin to create simple</p>	<p>To use colours for a particular purpose. To experiment with mixing colours.</p> <p>To share their creations.</p> <p>Starry Night Paintings</p>	<p>To experiment with different mark making tools such as art pencils, pastels and chalk.</p> <p>To create simple representations of people and objects.</p>	<p>To share their creations and talk about the process.</p>	<p>To explore different techniques for joining materials (i.e. using glue sticks, masking tape, tape, split pins).</p>	<p>To use tools to cut and join wood (link to using hammers and screwdrivers in fine motor section).</p> <p>To begin to know which primary colours you mix together to make secondary colours.</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -</p> <p>Share their creations, explaining the process they have used.</p> <p>-Make use of props and materials when role playing characters in narratives and</p>



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	representations of people and objects. To draw with pencils and crayons.						stories.
Bring Imaginative & Expressive	<p>To sing in a group (including nursery rhymes).</p> <p>To begin to listen to different music and move to it.</p> <p>To begin to recount narratives and stories</p>	<p>To experiment with different instruments and different sounds.</p> <p>To rehearse and perform songs in the Christmas play.</p> <p>To begin to build up a repertoire of songs.</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To develop storylines or narratives in their play alongside technology.</p> <p>To listen to different music, talk about it and move to it.</p>	<p>To watch and talk about dance.</p> <p>To explore and engage in dance, performing solo or in groups.</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To explore and engage in music making, performing solo or in groups.</p>	<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>-Invent, adapt and recount narratives and stories with peers and their teacher. -</p> <p>Sing a range of well known nursery rhymes and songs. -</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>