



# Clipston Endowed VC Primary School

## EYFS Long Term Overview

### Communication and Language

#### Listening, attention and understanding

Baseline	Autumn Term	Spring Term	Summer Term
<p>Listen and follow directions and look at someone when they are speaking.</p> <p>User prepositions when following instructions.</p> <p>Ask and respond to 'why' questions.</p> <p>Follow stories read to them and talk about the pictures in the book.</p>	<p>Understand why listening is important.</p> <p>Listen to and follow an instruction.</p> <p>Follow instructions, provided they are not over-engaged in their own activity.</p> <p>Listen to stories with increased attention and recall.</p> <p>Ask and respond to 'why' questions.</p> <p>Show interest in the lives of other people or events.</p> <p>Listen to one another in one to one or small groups.</p> <p>Show interest in non-fiction books.</p>	<p>Know that they need to be quiet and concentrate when listening.</p> <p>Maintain attention, concentration and sitting quietly during appropriate activities.</p> <p>Listen to a whole story from beginning to end.</p> <p>Respond to instructions involving a two-part sequence.</p> <p>Listen and respond to ideas expressed by others in conversation and discussion.</p> <p>Remember key points from a story without needing prompts.</p> <p>Show specific interest in a non-fiction book linked to a topic or theme.</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>


#### Speaking

<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Develop their communication but may struggle with using tenses accurately</p> <p>Begin to use sentences</p>	<p>Expand their vocabulary to include new words related to the topic or theme.</p> <p>Continue to use new vocabulary when the topic or theme has ended.</p> <p>Ask questions to understand.</p> <p>Retell a simple past event in the correct order.</p>	<p>Use new vocabulary in different contexts.</p> <p>Ask questions to learn more about an event or task</p> <p>Use complete sentences more regularly. Use language to imagine and recreate roles and experience in play situations.</p> <p>Link statements sticking to a main theme</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 may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</p>
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with 4-6 words  Begin to start a conversation with an adult or a friend and continue it in turns.	Use talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.  Use talk to connect ideas, explained what has happened and anticipate what might happen next, recalling and reliving past experiences.	or intention.,  Use talk to organise, sequence and clarify thinking, feelings and ideas.	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.
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**Personal, Social and Emotional Development**

**Self-Regulation**

<b>Baseline</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<p>Select and use activities and resources</p> <p>Enjoy the responsibility of carrying out small tasks</p> <p>Be confident to talk to other children when playing and communicating freely about their own home and community.</p> <p>Be outgoing towards unfamiliar people and be more confident in new social situations</p> <p>Show confidence when asking adults for help</p> <p>Welcome and value</p>	<p>Describe themselves in positive terms and talk about their own abilities</p> <p>Be confident to speak to others about needs, wants, interests and opinions</p> <p>Begin to express their feelings and consider the feelings of others.</p> <p>Know when they are upset about a situation and explain why</p> <p>Choose their own equipment that is necessary to complete a task.</p> <p>Show enthusiasm and excitement when anticipating and engaging in certain activities.</p>		<p>Recognise themselves as a valuable individual.</p> <p>Willingly express their feelings and know when they have been kind and considerate</p> <p>Moderate their feelings when they have been upset.</p> <p>Be confident to try new activities.</p> <p>Say why they like some activities more than others.</p> <p>Be confident to speak in a familiar group.</p> <p>Be happy to talk about their own ideas.</p> <p>Choose the resources they need for a given activity.</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, responding appropriately even when engaged in activity, and show an ability to follow</p>	

praise for what they have done.		Say when they do and do not need help.	
<b>Managing Self</b>			
<p>Be aware of own feelings, and know that some actions and words can help others feelings.</p> <p>Begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others</p> <p>Usually tolerate delay when their needs are not immediately met.</p> <p>Understand that their wishes may not always be met.</p> <p>Adopt their behaviour to different events, social situations and changes in routine.</p>	<p>Show that they can stick with an activity, even if it is challenging.</p> <p>Select and use activities and resources with help.</p> <p>Enjoy the responsibility of carrying out small tasks.</p> <p>Be confident to talk to other children when playing, communicating freely about their home and community.</p> <p>Be outgoing towards unfamiliar people and be more confident in new social situations</p> <p>Show confidence in asking others for help.</p>	<p>Be able to talk about a challenging task and be prepared to have a go.</p> <p>Welcome and value praise for what they have done.</p> <p>Willingly participate in a wide range of activities.</p> <p>Show enthusiasm and excitement when anticipating and engaging in certain activities.</p> <p>Be confident to speak to others about wants, needs, interests and opinions.</p> <p>Be confident in speaking in front of a small group.</p> <p>Describe themselves in positive terms and talk about their abilities</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Have an awareness of keeping teeth clean and not eating too many sweets.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and how 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>

## Building Relationships

<p>Play in a group, extending and elaborating play ideas</p> <p>Initiate play, offering opportunities for others to join in.</p> <p>Keep play going by responding to what others are saying.</p> <p>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Learn to listen to one another and show respect when doing so.</p> <p>Initiate conversations, attending to and taking account of what others say</p> <p>Explaining knowledge and understanding and asking appropriate questions of others</p> <p>Take steps to resolve conflicts with others and attempt to find a compromise.</p>	<p>Build constructive and respectful relationships</p> <p>Play co-operatively with others and take into account their ideas</p> <p>Be happy to listen to others' organisational ideas</p> <p>Show sensitivity to others' feelings</p> <p>Form positive relationships with adults and other children.</p>	<p>Work and play co-operatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others needs.</p>
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## Physical

### Gross Motor Skills

Baseline	Autumn Term	Spring Term	Summer Term
<p>Skip, hop and stand on one leg and hold position for a few seconds.</p> <p>Balance and ride a trike or scooter.</p> <p>Use stairs using alternate feet.</p>	<p>Show increasing control when linking movements together.</p> <p>Know that it is good to be active and sometimes get out of breath.</p> <p>Move freely with confidence in a range of ways.</p>	<p>Start to experiment with different types of movements.</p> <p>Recognise how they can refine a range of physical actions such as rolling, running, skipping etc</p> <p>Jump off objects safely and carefully.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running,</p>

Respond to music using appropriate movement and rhythm.	<p>Mount stairs, steps or climbing equipment using alternative steps.</p> <p>Walk down stairs two feet to each step.</p> <p>Stand momentarily on one foot.</p> <p>Run skillfully whilst negotiating space successfully, adjusting speed and direction as needed.</p>	<p>Negotiate space carefully.</p> <p>Travel with confidence and skill when moving around under, over and through various equipment.</p> <p>Show increasing control when throwing, catching and kicking a ball.</p>	jumping, dancing, hopping, skipping and climbing.
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### Fine Motor Skills

<p>Pick up tiny objects using a pincer grasp.</p> <p>Make simple models using small pieces such as lego</p> <p>Make small cuts in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens, pencils and paint brushes</p> <p>Begin to show a preference for a dominant hand</p>	<p>Draw lines and circles using gross motor movements.</p> <p>Use one handed tools and equipment, eg. child scissors</p> <p>Hold pencils between thumb and two fingers instead of whole hand.</p> <p>Begin to hold pencil correctly and show good control.</p> <p>Copy some letters, especially from their own name.</p>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to show anti-clockwise movements and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, especially in their own name.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>
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### Literacy

#### Word Reading

Baseline	Autumn Term	Spring Term	Summer Term
Join in with rhymes and stories	Join in with rhymes and stories.	Read individual letters by saying the sounds for them	Say a sound for each letter in the alphabet and at least 10 digraphs

<p>Identify rhymes</p> <p>Join in with the rhythm of well-known rhymes and songs</p> <p>Recognise own name</p>	<p>Join in with the rhythm of well-known rhymes and songs</p> <p>Recognise their own name</p> <p>Identify sounds in words, in particular initial sounds</p> <p>Segment and blend simple words, demonstrating knowledge of sounds (with support)</p> <p>Link sounds to letters in the alphabet</p>	<p>Read simple words and simple sentences</p> <p>Identify rhymes</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words linked to the school's phonic programme</p> <p>Read simple phrases and sentences made up of letters with known letter-sound correspondences and, where necessary, a few exception words</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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### Comprehension

<p>Hold a book, turn the page and indicate an understanding of pictures and print</p> <p>Tell a story to friends</p> <p>Talk about events and characters in books</p> <p>Make suggestions about what might happen next</p>	<p>Hold a book, turn the pages and indicate an understanding of pictures and print</p> <p>Tell a story to friends</p>	<p>Talk about events and characters in books</p> <p>Make suggestions about what might happen next in a story</p> <p>Read simple words and sentences Talk about their favourite book</p> <p>Use vocabulary and events from stories in their play</p> <p>Re-read books to build up their</p>	<p>Demonstrate an 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 the recently introduced vocabulary during</p>
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in a story		confidence, their fluency and their understanding and enjoyment in word reading.	discussions about stories, non-fiction, rhymes, poems and during role play.
<b>Writing</b>			
Tell an adult what they have drawn or painted	Begin to form lower-case and capital letters correctly	Use their phonic knowledge to write words in ways that match their spoken sounds	Write recognisable letters, most of which are correctly formed.
Recognise a capital letter at the start of their name	Be more confident in writing identifiable shapes and letters	Write some irregular common words	Spell words by identifying sounds in them and representing the sounds with a letter or letters
Identify sounds from own name in other words	Segment and blend the sounds in simple words and naming sounds	Write simple sentences which can be read by themselves and others	Write simple phrases and sentences that can be read by others.
Ascribe meaning to other marks, like on signage	Spell words by identifying the sounds and then writing the sounds with letters	Spell small, familiar words correctly and make phonetically plausible attempts at more complex words.	
Start to write identifiable shapes and letters	Talk about sentences and start to write short sentences	Re-read what they have written to make sure it makes sense.	
Draw lines and circles in the air, on the floor or on large sheets of paper	Start to use full stops and capital letters in the correct places		
Use tools for mark making with control			
Grip using 5 fingers or preferably 2 fingers and thumb for control			
Copy shapes, letters and pictures			

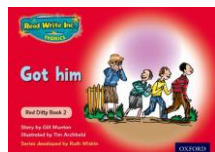
# Phonics

## Reception Phonics



## Speed Sounds – Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng



Recognise single sounds



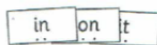
Say single sounds aloud and match to words/rhymes – “mmm mountain”



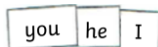
Fred Talk – Introduce segmenting and blending



Practice letter formation



Learn speed sounds and develop fluency through Green Words



Recognise and read Red Words



Introduction of Alien words



Use Ditty Books to practice and develop early sentence level reading

## Digraphs/Trigraphs - Set 2

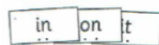
ay	ee	igh	ow	oo
oo	ar	or	air	ir
ou	oy			



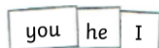
Continue to develop segmenting and blending skills through Fred Talk



Practice letter formation and word building.



Develop reading fluency through Green Words and use sound buttons



Recognise and read Red Words



Use Alien words to enforce segmenting and blending skills



Read Write Inc. Book Bag books sent home to practice sentence level reading.

## Digraphs/Trigraphs - Set 3

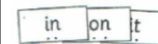
ea	oi			
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure



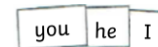
Continue to develop segmenting and blending skills through Fred Talk



Develop simple sentence writing and adding punctuation.



Develop reading fluency through Green Words and use sound buttons



Recognise and read Red Words



Use Alien words to enforce segmenting and blending skills



Use a range of fiction and non fiction texts to practice and enhance decoding and fluency.



## Mathematics

### Reception Maths



### Autumn Term

#### Autumn



Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
1	2	3	4	5	6	7	8	9	10	11	12	
Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			
Opportunities for settling in, introducing the areas of provision and getting to know the children.  Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase			Number			Measure, Shape and Spatial Thinking			
			Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.			
Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time						

### Spring Term

#### Spring



Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
1	2	3	4	5	6	7	8	9		
Alive in 5!			Growing 6, 7, 8			Building 9 & 10				
Phase			Number			Measure, Shape and Spatial Thinking				
			Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	
Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Spatial Awareness Patterns				

### Summer Term

#### Summer



Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
1	2	3	4	5	6	7	8	9	10	11	12	
To 20 and Beyond			First Then Now			Find my Pattern			On the Move			
Phase			Number			Measure, Shape and Spatial Thinking						
			Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships
Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping			

## Number and Numerical Patterns

Recite numbers past 5

Say one number for each item in order: 1,2,3,4,5

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Identify numerals in the environment

Matching amounts and Sorting (colour/size/quantity)

Say when two groups have the same number of objects

Ordering (1-5)

Representing, Comparing and composition of numbers 1,2,3 & 4

One More and One Less

Represent numbers using marks, fingers or digits

Introduce Zero

Counting and ordering

Comparing numbers to 5

Representing, Comparing and composition of numbers 4, 5, 6, 7 & 8

Addition – combining 2 amounts

Making pairs and begin to explore doubles

Representing, Comparing and composition of all numbers (to 10)

Counting patterns beyond 10

Building numbers beyond 10 – explore teen numbers and composition incl. count on from 10.

Tens and ones

Adding and Taking Away

Doubling, sharing and grouping

Even and Odd numbers

Deepening understanding of patterns and number relationships.

## Measure, Shape and Spatial Thinking

<p>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Notice patterns and arrange things in patterns.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: e.g. 'straight', 'flat', 'round'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>Compare size, weights/mass, capacity</p> <p>Introduce some 2D shape names</p> <p>Explore colour repeating patterns</p> <p>Explore properties of shapes with 4 sides</p> <p>Positional language</p> <p>Time – sequencing events in the day, days of the week, o'clock</p>	<p>Compare size, weights/mass, capacity</p> <p>Length and Height</p> <p>Time (2) – problem solving</p> <p>Recognise and name some 3D shapes</p> <p>Spatial awareness</p> <p>Repeating shape &amp; colour patterns</p>	<p>Explore spatial reasoning</p> <p>Match shapes, rotate and manipulate.</p> <p>Visualise and build</p> <p>Mapping</p>
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## Understanding the World

### Past and Present

Baseline	Autumn Term	Spring Term	Summer Term
<p>Begin to have an understanding for terms like: yesterday, last week and last year</p> <p>Appreciate that they may have siblings that are older than them and that they may be older than a younger sibling</p> <p>Appreciate that certain artefacts and resources are old and have been used before.</p>	<p>Remember and talk about significant events in their own experiences, eg. birthdays</p> <p>Known and understand that their grandparents are older than their parents</p> <p>Begin to be familiar with words and phrases associated with long ago such as 'in the past' or 'a long time ago.'</p> <p>Begin to understand that some familiar stories were set in a time before they were born.</p>	<p>Recognise and describe special times or events for family and friends, e.g Eid, christening and Christmas</p> <p>Begin to compare and contrast characters in stories about the past</p> <p>Understand that people celebrated events like Eid and Christmas before they were born</p> <p>Use appropriate language to describe the past, such as 'in the past'.</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

## People, Culture and Communities

<p>Show interest in the lives of people who are familiar to them</p> <p>Remember and talk about significant events in their own experience</p> <p>Recognise and describe special times or events for family or friends</p> <p>Start to show an interest in different occupations and ways of life</p>	<p>Show an increased interest in the lives of people who are familiar to them</p> <p>Begin to understand that not all people celebrate the same things as them</p> <p>Have a greater understanding about why certain events are being celebrated</p> <p>Talk about people that are helpful to them both from within and outside of their family</p>	<p>Draw information from a simple map</p> <p>Recognise differences and similarities between life in this country and life in other countries</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Start to show an interest in different occupations and ways of life</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</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 religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - where appropriate - maps.</p>
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## The Natural World

<p>Ask questions about aspects of their familiar world such as the place where they live and the natural world</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Talk about why things happen and how things work</p> <p>Start to develop an understanding of growth, decay and changes over time</p> <p>Show care and concern for living things and the environment.</p>	<p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Have a greater awareness of seasonal change</p> <p>Ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Ask questions about some of the things they have observed such as plants and animals.</p>	<p>Talk about why things happen and how things work</p> <p>Understand more about growth, decay and changes over time</p> <p>Identify features of living things such as animals with legs or those with wings</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments which are different to the one in which they live</p> <p>Understand the changing seasons on the natural world around them</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>
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## Expressive Arts and Design

### Creating With Materials

Baseline	Autumn Term	Spring Term	Summer Term
<p>Explore colour and how colours can be changed</p> <p>Understand that they can use lines to enclose a space and then use these shapes to represent objects</p> <p>Show interest in and describe the texture of things</p> <p>Use various construction materials</p> <p>Begin to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joining construction pieces together to build and balance.</p>	<p>Realise that tools can be used for a purpose</p> <p>Use simple tools and techniques competently and appropriately</p> <p>Select the appropriate brush for a given purpose</p> <p>Explore what happens when they mix colour</p> <p>Experiment with different textures.</p>	<p>Safely use and explore a variety of materials, tools and techniques</p> <p>Experiment with colour, design, texture, form and function</p> <p>Select tools and use techniques needed to shape, assembly and join materials they are using</p> <p>Understand that different media can be combined to make new effects,</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 stories.</p>

## Being Imaginative and Expressive

<p>Develop preferences for forms of expression.</p> <p>Use movement to express feelings.</p> <p>Create movement in response to music.</p> <p>Sing to self and make up simple songs</p> <p>Notice what adults do, imitate it when it has been observed and do it spontaneously when the adult is not there</p> <p>Engage in imaginative role play based on own first-hand experience</p> <p>Build stories around toys, e.g. firefighters rescuing trapped people.</p> <p>Using available resources to create props to support role play.</p>	<p>Enjoy joining in with dancing and singing games</p> <p>Sing a few familiar songs Begin to move rhythmically</p> <p>Imitate movement in response to music</p> <p>Tap out simple repeated rhythms</p> <p>Explore and learn how sounds can be changed</p>	<p>Explore and learn how sounds can be changed</p> <p>Sing songs, make music and experiment with ways of changing them</p> <p>Begin to build a repertoire of songs and dances</p> <p>Explore the different sounds of instruments</p> <p>Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</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 to music.</p>
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