



EYFS Curriculum Framework

Communication and Language, underpin all seven areas of learning and are the key to strong development and learning for all children. At Bollin Primary School, we spend lots of time in quality conversation with our children and encouraging them to speak confidently to adults and their peers, but also to learn how to be a good listener. The children develop their speaking, listening and understanding skills through this rich language environment as well as having opportunities to immerse themselves in stories, non-fiction texts and poems with new vocabulary, repeated phrases and rhymes. Children have opportunities to share their developing skills and new vocabulary in role play, storytelling and conversation. Throughout the whole of EYFS, we spend lots of time singing and learning new songs, by the time the children move into Key Stage 1, they have developed a large repertoire of songs.

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Communication and Language	Nursery	<p><u>Listening, Attention and Understanding</u> Children will point out objects/pictures in a story. Understand a question or instructions in 2 parts</p> <p><u>Speaking</u> Children will use a wider range of vocabulary. Children will know and use vocabulary linked to the theme, including family, home, and friends. Children will start conversations with an adult or friend. Recite and perform "Wise Old Owl" (Poetry Basket)</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'what' questions. Be able to express a point of view.</p> <p><u>Speaking</u> Children will be able to talk about a familiar book. Continue conversations for many turns. Children will know and use vocabulary linked to their theme. Children will know some rhymes. Children will know and retell the story 'From head to toe'</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'where' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to their theme. Children will debate when they disagree with an adult or friend using words. Children will begin to use the correct tense when speaking- 'ran' instead of 'runned'. Children will sing a repertoire of songs. Recite and perform "Mrs Bluebird" (Poetry Basket)</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'when' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to their theme. Children will use longer sentences. Children will use talk to organise themselves in play.</p> <p>Children will know and retell the story 'Whatever Next'</p>	<p><u>Listening, Attention and Understanding</u> Children will understand 'who' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to seasons including Autumn, Winter, Spring, Summer. Children will know and use vocabulary including seeds, beans, fruit, and vegetables. Children will develop their pronunciation. Children will sing a large repertoire of songs and rhymes. Recite and perform "Under a stone" (Poetry Basket)</p>	<p><u>Listening, Attention and Understanding</u> Children will understand and answer 'why' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to their theme. Children will be able to tell a long story. Children will know and retell the story 'Mrs Pirate'</p>
	<p><u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?</p>						



EYFS Curriculum Framework

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Reception	Development Matters (Reception)	<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story. Children will ask 'what' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the theme, including special, unique, similar, and different. Recite and perform "Five Little Pumpkins" (Poetry Basket)</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story. Children will ask 'why' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the theme, including special, unique, similar, and different. Children will know and retell 'Room on the Broom'</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask 'who' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to their theme. Children will express ideas using past and present tense. Recite and perform "Popcorn" (Poetry Basket)</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask 'when' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the theme, including dinosaur names, palaeontologist and fossil. Children will know and retell 'If you meet a dinosaur'</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will ask 'where' questions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the theme, including recycling, environment, and wild plants. Recite and perform "The Little Seed" (Poetry Basket)</p>	<p><u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the theme, including fossils, marine life, Punch and Judy. Children will express ideas using past and present tense. Children will know and retell 'Ordinary Amos and the Amazing Fish'</p>
		<p><u>Listening, Attention and Understanding:</u> 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 teachers and peers.</p> <p><u>Speaking:</u> 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 teachers.</p>					



EYFS Curriculum Framework

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. We build strong and supportive relationships with our children, getting to know them as individuals and providing for their emotional and cognitive needs in a safe and caring environment. Our school values “We are kind and care for each other” and “We work together” are reflected throughout the EYFS in the relationships the children build with each other. Adults model and provide guidance for the children to learn how to build positive relationships, resolve conflicts, manage their own personal needs and develop a strong sense of personal hygiene.

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What’s out there?	Summer 1 What changes?	Summer 2 What’s under the sea?
Personal, Social and Emotional (Hearts and Minds)	Nursery	<p>Self-Regulation Children will separate from main carer to come into nursery. Children will know which adults can help them in nursery.</p> <p>Managing Self Children will know the school rules. Children will know and follow our school values. Children will be able to use the toilet with adult guidance. Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships Children will know how to play alongside each other.</p>	<p>Self-Regulation Children will follow rules whilst on a visit the local postbox to post their Christmas card home.</p> <p>Managing Self Children will know how to look after resources “choose, play, tidy away” Children will develop their sense of responsibility with appropriate tasks. Children will know to drink water to be healthy.</p> <p>Building Relationships Children will take turns whilst playing and waiting patiently to have a go. Children will be able to talk about their feelings- Happy and Sad</p>	<p>Self-Regulation Children will become confident with visitors in nursery. Parents will be encouraged to join us to discuss their family traditions. (Grown up show and tell) Children will be able to talk about feelings e.g. ‘angry’, ‘worried’, ‘sad’.</p> <p>Managing Self Children will know the school rules and understand why they are so important. Children will know examples of healthy food.</p> <p>Building Relationships Children will share resources and play in a group. They will be able to elaborate on play ideas.</p>	<p>Self-Regulation Children will show more confidence in new social situations. Children will be able to remember the rules without needing an adult to remind them.</p> <p>Managing Self Children will know to exercise to be healthy.</p> <p>Building Relationships Children will develop appropriate ways of being assertive. Children will understand gradually how others might be feeling.</p>	<p>Self-Regulation Children will follow rules and show confidence whilst on a visit the local allotments.</p> <p>Managing Self Children will know how to calm themselves by stopping and taking deep breaths. Children will know to brush their teeth to be healthy. Children will know they need to spend short lengths of time on a screen.</p> <p>Building Relationships Children will consider the feelings of others in stories such as “My Many Coloured Days” – Dr Seuss and “I am Human” – Susan Verde</p>	<p>Self-Regulation Children show confidence handling different animals and talking to the adult that visits with the creepy crawlies/animals</p> <p>Managing Self Children will know how to independently use the toilet.</p> <p>Building Relationships Children will know how to listen to a friend and agree a compromise.</p>
	Development Matters (3-4 years)	<p>Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play? Are the children reliably dry during the day? Are the children overweight or have poor dental? Are the children over worried, sad, or angry.</p>					




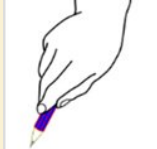


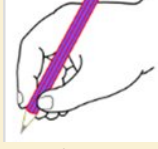
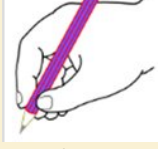
EYFS Curriculum Framework

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Reception	Development Matters (Reception)	<p><u>Self-Regulation</u> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><u>Managing Self</u> Children will know the school rules.</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><u>Self-Regulation</u> Children will follow rules whilst on a visit the local postbox to post their Christmas card home.</p> <p>Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><u>Managing Self</u> Children will know the school rules and understand why they are so important. Children will know how regular exercise is important for their health.</p> <p><u>Building Relationships</u> Children will know how to listen to others with respect.</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important. Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u> Children will know how to treat others in our class following our school value – "We are kind and care for each other"</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><u>Self-Regulation</u> Children will follow rules whilst on a visit the local allotments. Children will know to use the calm corner when they are feeling upset/angry.</p> <p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u> Children will show confidence in visiting Sealife centre at Trafford Centre for our annual school trip. Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
		<p><u>Self-Regulation:</u> 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 to follow instructions involving several ideas or actions.</p> <p><u>Managing Self:</u> 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.</p> <p><u>Building Relationships:</u> 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.</p>					




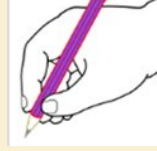
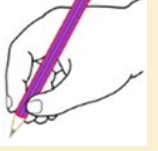
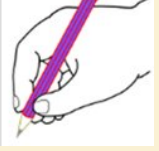
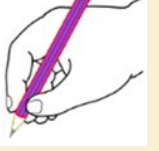
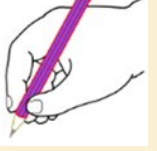
EYFS Curriculum Framework

Our EYFS Physical Development curriculum aims to support the children to develop both their gross motor and fine motor skills. Gross motor skills are developed through weekly P.E. lessons with a PE Specialist where they are able to use a large range of equipment and are taught new techniques through gymnastics sessions in the hall, as well as being given lots of opportunities to develop their ball skills on our MUGA. We have a large EYFS outdoor space which provides opportunities for the children to run and develop their own games as well as climbing on the bespoke cherry tree climbing frame and riding trikes, scooters and balance bikes. Every child enjoys a weekly forest school session, which provides opportunity for climbing trees, moving large branches (developing teamwork and safety skills) and learning to move safely within a natural forest environment. Fine motor skills are developed through a range of “funky fingers” activities in continuous provision and extra adult-led support if required. The children are provided with various tools and equipment to mark make on a large or small scale and are supported to develop an effective pencil grip, which enables them to write with accuracy and fluency.

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Physical	Nursery Development Matters (3-4 years)	<p>Gross Motor P.E. – Gym – Parts high and low Children will know how to ride a 3 or 4 wheeled scooter. Children will know how to take their coats on and off. Children will aim a ball into a goal.</p> <p>Fine Motor Children will explore large mark making to develop cross the mid-line movements.</p>	<p>Gross Motor P.E. – Gym – Stability Children will know how to ride a tricycle. Children will use large muscles to wave flags, streamers, paint and mark make. Children will aim a dart into a goal.</p> <p>Fine Motor Children will know how to zip up their coat. Children will know how to use hammers to hit a golf tee into a pumpkin.</p>	<p>Gross Motor P.E. – Fine Motor Skills Children will know how to throw a variety of balls (including a rugby ball) Children will know how to take their shoes on and off. Children will know how to work together to carry large items such as planks of wood.</p> <p>Fine Motor Children will know how to use loop scissors to cut along a line.</p>	<p>Gross Motor P.E. – Gym travelling Children will know how to climb using alternate feet, climbing up apparatus. Children will be able to roll a ball with a variety of bats and clubs. Children will be confident to dress themselves for Forest school in a puddle suit and wellies. Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p>	<p>Gross Motor P.E. – Target games 1 Children will know how to skip, hop and stand on one leg. Children will aim a ball into a hoop. Children will begin to ride a 2-wheel scooter</p> <p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p>	<p>Gross Motor P.E – Locomotion 1 Children will start to take part in activities which they make up for themselves or in teams. Children will start to control a ball with a variety of bats and clubs.</p> <p>Fine Motor Children will show preference for a dominant hand.</p>
		<p>Development Stage</p>  <p>Fist Grip</p>	<p>Development Stage</p>  <p>Palmer Grip</p>	<p>Development Stage</p>  <p>Pincer Grip</p>	<p>Development Stage</p>  <p>Pincer Grip</p>	<p>Development Stage</p>  <p>Tripod Grip</p>	<p>Development Stage</p>  <p>Tripod Grip</p>
<p>Observational Checkpoint: Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>							






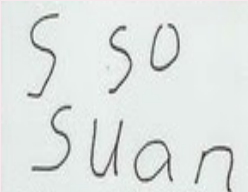
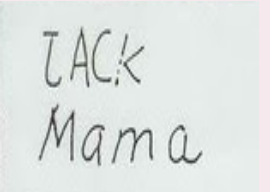

EYFS Curriculum Framework

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Reception	Development Matters (Reception)	<p>Gross Motor P.E. – Object manipulation 1 Children will know how to hop, skip and jump.</p> <p>Fine Motor Children are developing correct pencil grip. Children will know how to zip up their coat.</p>	<p>Gross Motor P.E. – Gym – Flight Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know the correct pencil grip and posture for writing. Children will know how to fasten and undo buttons.</p>	<p>Gross Motor P.E. – Locomotion 1 Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>Fine Motor Children will know how to use a knife and fork. Children will know how to correctly form the letters – i, l, t, x, z (Straight line cursives)</p>	<p>Gross Motor P.E. – Invasion games skills Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to correctly form the letters c, a, d, g, q, o, e, s (Curves to start)</p>	<p>Gross Motor P.E. – Net & Wall games skills Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread and sew. Children will know how to correctly form the letters r, v, w (Top exit) and n, m, h, b, p, u (Tunnel)</p>	<p>Gross Motor P.E. – Athletics 1 Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors for a purpose. Children will know how to correctly form the letters j, y, f, k (Hooks, loops and lines)</p>
		<p>Development Stage</p>  <p>Pincer Grip</p>	<p>Development Stage</p>  <p>Tripod Grip</p>	<p>Development Stage</p>  <p>Intervention if needed</p>	<p>Development Stage</p>  <p>Intervention if needed</p>	<p>Development Stage</p>  <p>Intervention if needed</p>	<p>Development Stage</p>  <p>Intervention if needed</p>
<p>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.</p> <p>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.</p>							



EYFS Curriculum Framework

At Bollin Primary School, we aspire for every child to develop a love of reading. In Early Years we read to the children daily and encourage the children to share books with adults and their peers daily within continuous provision. The children love to bring in a new book to share with the class on their birthday and enjoy opening a new Christmas story each day through our book advent calendar. The children start their reading and writing journey as soon as they join us through regular phonics activities which initially develops their phonological awareness (the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words) in Nursery and then in Reception moving onto word reading and writing through our phonics scheme Little Wandle – Letters and Sounds Revised. We teach phonics through whole class carpet sessions and small group or 1:1 sessions for any children who need a little extra support.

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Literacy	Nursery Development Matters (3-4 years)	<p>Comprehension Children will know the logos for characters on TV or in books. Children will understand that print has meaning. Word Reading Letters and Sounds – Aspect 1 Children will spot and suggest rhymes. Writing Children will know how to draw horizontal and vertical lines.</p>	<p>Comprehension Children will know a range of signs in the world around them such as local supermarkets, road signs, bus stop, parking, stop. Children will read and re-read a selection of books to engage in conversations about the story. Children will understand that information can be found in a non-fiction book. Word Reading Letters and Sounds – Aspect 2, 3 & 6 Children will clap syllables in a word. Writing Children will know how to draw circles. Children will know how to draw diagonal lines.</p>	<p>Comprehension Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will read and re-read a selection of books to engage in conversations about the story and develop understanding. Children will understand that information can be found in a non-fiction book. Word Reading Letters and Sounds – Aspect 5 Children will know familiar words with the same initial sound such as mum and milk. Writing Children will write the initial sound in their name with support from a name card.</p>	<p>Comprehension Children will know the names of different parts of a story book including the cover, title, author. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Word Reading Letters and Sounds - Aspect 4 Children will build their name with the letters in the correct order with support from a name card. Writing Children will write some letters from their name with support from a name card.</p>	<p>Comprehension Children will know how to turn the pages of a book carefully, discussing page sequencing Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children will understand that information can be found in a non-fiction book. Word Reading Letters and Sounds – Aspect 7 Writing Children will write their name with support from a name card.</p>	<p>Comprehension Children will know how to read from left to right and top to bottom. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children will understand that non-fiction books have contents pages and indexes to help us find information. Word Reading Letters and Sounds – Aspect 7 Writing Children will write their name independently.</p>
		<p>Expectation</p>  <p>I can make marks on paper and tell you what they mean</p>	<p>Expectation</p>  <p>I can draw symbols that represent letters</p>	<p>Expectation</p>  <p>I can write the first letter of my name</p>	<p>Expectation</p>  <p>I can write some letters of my name with support from my name card</p>	<p>Expectation</p>  <p>I can write my name with support from my name card</p>	<p>Expectation</p>  <p>I can draw a representational picture and write my name</p>



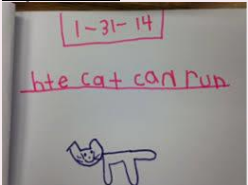
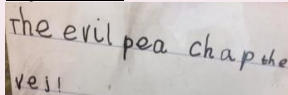
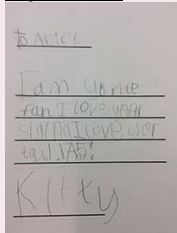
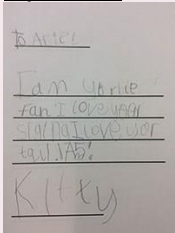


EYFS Curriculum Framework

<p>Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>							
		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Reception	Development Matters (Reception)	<p>Comprehension Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Children will understand that non-fiction books have a content page and an index to help us find information.</p> <p>Word Reading Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l. Children will hear and identify initial sounds in words. Children will know tricky words is, l, the</p> <p>Writing Children will know how to write their name. Children will know how to write initial sounds for words.</p>	<p>Comprehension Children will read and re-read a selection of books, developing understanding and enjoyment. Children will understand that non-fiction books have a content page and an index to help us find information.</p> <p>Word Reading Children will read and correctly form the sounds j, v, w, x, y, z, qu, ch, sh, th, ng, nk. Children will blend known sounds in words. Children will know tricky words as, and, has, his, her, go, no, to, into, she, he, of, we, me, be.</p> <p>Writing Children will know how to write CVC/CVCC words.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency and understanding and enjoyment. Children will use non-fiction books to find information about their topic.</p> <p>Word Reading Children will read and correctly form the sounds ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Children will blend known sounds in words. Children will know tricky words was, you, they, my, by, all, are, sure, pure</p> <p>Writing Children will know how to correctly form the letters – i, l, t, x, z (Straight line cursives) Children will know how to write a short phrase.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency and understanding and enjoyment. Children will use non-fiction books to find information about their topic.</p> <p>Word Reading Children will consolidate their phonic knowledge in line with the Little Wandle Scheme. Children will blend known sounds in words. Children will know tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Writing Children will know how to correctly form the letters c, a, d, g, q, o, e, s (Curves to start) Children will know how to write a short sentence using their phonetic knowledge.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency and understanding and enjoyment. Children will use non-fiction books to find information about their topic.</p> <p>Word Reading Children will consolidate their phonic knowledge in line with the Little Wandle Scheme. Writing Children will know how to correctly form the letters r, v, w (Top exit) and n, m, h, b, p, u (Tunnel) Children will know how to write a short sentence using their phonetic knowledge.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency and understanding and enjoyment. Children will use non-fiction books to find information about their topic.</p> <p>Word Reading Children will consolidate their phonic knowledge in line with the Little Wandle Scheme. Writing Children will know how to correctly form the letters j, y, f, k (Hooks, loops and lines) Children will know how to write a short sentence using their phonetic knowledge. Children will know how to read what they have written to check it makes sense.</p>



EYFS Curriculum Framework

	<p>Expectation</p>  <p>I can draw a picture and write my name (with support from name card if needed)</p>	<p>Expectation</p>  <p>I can independently write cvc words</p>	<p>Expectation</p>  <p>I can write a simple phrase using cvc words</p>	<p>Expectation</p>  <p>I can write a short sentence using my phonic knowledge</p>	<p>Expectation</p>  <p>I can write for a variety of purposes using my phonic knowledge.</p>	<p>Expectation</p>  <p>I can write for a variety of purposes using my phonic knowledge.</p>
<p>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.</p> <p>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.</p> <p>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.</p>						



EYFS Curriculum Framework

<p>Mathematics in the Early Years involves providing children with the opportunity to develop their number sense, their problem-solving skills, and their understanding of space, shape and measure. At Bollin Primary School, we want our children to have a strong foundation and deep understanding of numbers to 10, the relationships between them and the patterns that can be found within those numbers, e.g. odds and evens. We provide opportunities for the children to develop these skills through engaging, daily whole-class skills burst sessions and small group consolidation sessions. Our continuous provision, both inside and outside reflect the multi-sensory and ‘hands on’ approach that we use within our adult-led activities. The children have access to manipulatives, such as counters, compare bears (which can be used to support learning in pattern and comparing weights) and number frames, all of which support their understanding</p>								
			Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What’s out there?	Summer 1 What changes?	Summer 2 What’s under the sea?
Maths	Nursery	Development Matters (3-4 years)	<p>Number Children will rote count to 5. Numerical Patterns Children will sort by colour, size and object. Children will identify patterns around them such as stripes on clothes.</p>	<p>Number Children will subitise to 3. Numerical Patterns Children will compare big and small. Children will identify simple 2D shapes- circle, square and triangle. Children will make an AB repeating pattern.</p>	<p>Number Children will count with 1-1 correspondence to 5. Children will show ‘finger numbers’ up to 5. Children will be able to compare quantities using language- more than/fewer Numerical Patterns Children will use language including sides, corners, straight, flat and round. Children will use language for length including tall, long, short. Children will sequence events using language including first, then and after.</p>	<p>Number Children will count in correspondence to 5, knowing that the total is 5. Cardinal principle Children will rote count to 10. Children will experiment with their own symbols and marks as well as numbers. Numerical Patterns Children will use positional language including on top, under, next to and behind. Children will talk about and explore 3D shapes. Children will use language to describe weight including light, heavy.</p>	<p>Number Children will count with 1:1 correspondence to 10. Children will link numeral and amounts eg to show right number of objects to match numerals. Numerical Patterns Children will use language for capacity including full and empty. Children will combine shapes to make new ones. Children will solve real world mathematical problems with numbers up to 5.</p>	<p>Number Children will count recognise numbers 1, 2 and 3. Children will solve real world mathematical problems with numbers up to 5. Numerical Patterns Children will notice and correct an error in a repeating pattern. Children will discuss routes and locations using words such as ‘in front of’ and ‘behind’. Describe a familiar route.</p>
			<p>Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					



EYFS Curriculum Framework

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Reception	Development Matters (Reception)	<p><u>White Rose Number</u> Children will represent, compose and compare numbers to 3.</p> <p><u>Numerical Patterns</u> Children will match and sort. Children will compare amounts, size, mass and capacity. Children will make AB patterns.</p>	<p><u>White Rose Number</u> Children will represent, compose and compare numbers to 5.</p> <p><u>Numerical Patterns</u> Children will identify and describe circles, triangles, squares and rectangles. Children will use positional language including under, over, around and through. Children will identify one more and one less within 5.</p>	<p><u>White Rose Number</u> Children will know number bonds to 4. Children will identify 0. Children will represent, compose and compare numbers to 8.</p> <p><u>Numerical Patterns</u> Children will compare mass and capacity. Children will make pairs.</p>	<p><u>White Rose Number</u> Children will know number bonds to 5.</p> <p><u>Numerical Patterns</u> Children will combine 2 groups. Children will explore length, height and time. Children will compare numbers to 10. Children will identify a cube, sphere, cylinder and cone. Children will make ABB/AAB repeated patterns.</p>	<p><u>White Rose Number</u> Children will know $5+5=10$, $0+10+10$. Children will count forwards and backwards within 10.</p> <p><u>Numerical Patterns</u> Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will add more and take away within 20.</p>	<p><u>White Rose Number</u> Children will double within 10.</p> <p><u>Numerical Patterns</u> Children will equally share into two groups. Children will identify even and odd numbers up to 10. Children will verbally count beyond 20.</p>
<p><u>Number:</u> 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.</p> <p><u>Numerical Patterns:</u> 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>							



EYFS Curriculum Framework

<p>As part of our Understanding the World curriculum we want to foster their understanding of our culturally, socially, technologically and ecologically diverse world. We understand the benefits of children being given opportunities to explore the world around them in a hands on way. We want our children to have time and space to explore and learn, build on previous knowledge and share their thoughts and ideas with each other. Our environments and staff provide children with regular opportunities to explore the world kinaesthetically. We also use fiction and non-fiction books, look at photographs, watch videos, invite visitors in to talk to us and when possible explore within the wider community.</p>								
			Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Understanding the World	Nursery - Development Matters (3-4 years)	History	<p>Past and Present Children will know they were once a baby and that they change and grow.</p>	<p>Past and Present Children will know about Poppy Day and Bonfire Night. Children will be able to tell their own life story and discuss their simple family tree.</p>	<p>Past and Present Children find out about Chinese New Year. Children will read fairy tales and discuss links to the past.</p>	<p>Past and Present Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p>	<p>Past and Present Children will find out about St. George's day and how we celebrate. Children will find out about Eid and how we celebrate.</p>	<p>Past and Present Children will begin to understand that at the moment they attend Nursery but soon they will go to Reception.</p>
		Geography	<p>People, Culture and Communities Children will talk about differences and similarities between themselves and people in their local community. Children will explore our school and find out where different places are, e.g school office, the chickens etc.</p>	<p>People, Culture and Communities Children will visit the local postbox to post their Christmas card home. They will look at simple maps that show where we are going. Children will know that a globe represents the world. Children will know we live on Planet Earth.</p>	<p>People, Culture and Communities Children will learn from visitors of various occupations inc. a doctor, nurse, vet. Children will know that we live in England, Hale, Altrincham, Bowdon etc Children will find out about the England flag.</p>	<p>People, Culture and Communities Children will know about hot and cold places in our world.</p>	<p>People, Culture and Communities Children will know the name of the town that our school is in.</p>	<p>People, Culture and Communities Children will know that there are different countries in the world and talk about the difference they have experienced or have seen in photos. Children will understand how we have to travel to these countries.</p>



EYFS Curriculum Framework

	Science	<p>The Natural World Children will know the names of body parts: heads, arms, hands, legs, feet, neck. Children will explore how things work Children will talk about what they notice. Children will harvest apples from school trees.</p>	<p>The Natural World Children will know how materials change when cooking, cooling and heating. Children will use school apples to bake apple crumble. Children will plant bulbs to give to their Mum's on Mother's day (3 per pot – narcissus, paperwhite daffodils, tetetet daffodils)</p>	<p>The Natural World Children will make collections of natural materials to investigate and talk about. Children will know how materials change when melting. Children will talk about what they see using a wide vocabulary.</p>	<p>The Natural World Children will know that a butterfly comes from an egg. Children will know how to respect and care for living things.</p>	<p>The Natural World Children will visit the local allotments. Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow plants, fruit and vegetables. Children will plant and grow flowers/fruit/vegetable/herbs Children will care for the growing plants</p>	<p>The Natural World Children will explore and talk about forces including magnets, floating/sinking and stretching.</p>
	RE	<p>People, Culture and Communities Children will know how and why we celebrate Harvest Festival. Children will continue to develop positive attitudes about the differences between people.</p>	<p>People, Culture and Communities Children will know that some people celebrate Diwali – use puppets to retell story. Children will know that some people celebrate Christmas – look at various family decisions.</p>	<p>People, Culture and Communities Children will look at photos of different churches/mosques in our area. Children will learn about Chinese New Year – demonstrate a dragon dance.</p>	<p>People, Culture and Communities Children will find out about Palm Sunday. Children will know some people celebrate Easter and the how they celebrate.</p>	<p>People, Culture and Communities Children will listen to a selection of bible stories. Book-Stories Jesus Told by Nick Butterworth.</p>	<p>People, Culture and Communities</p>
	Computing	<p>Children will know how to use simple coding to move the duplo train around the track using the coloured pieces. Children will also control the train with an app with support.</p>	<p>Children will know how to use the Interactive white board to play an educational game. Children have experience of using old phones, keyboard, type writer.</p>	<p>Children will know how to select an app on an iPad and follow instructions.</p>	<p>Children will know how to play interactive games on the iPad/IWB. Children will know how to make digital art on the IWB.</p>	<p>Children will know how to use a camera to take photos.</p>	<p>Children will begin to use seesaw app, on iPad, to photograph their learning to send home.</p>
<p>Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?</p>							



EYFS Curriculum Framework

			Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Understanding the World	Reception - Development Matters (Reception)	History	<p><u>Past and Present</u> Children will know how they have changed from being a baby to being 4/5 – Look at milestones timeline.</p>	<p><u>Past and Present</u> Children will explore images, stories and artefacts from the past. Children will know that Remembrance Day is to remember soldiers who died in the war. Children will know about Bonfire Night and Guy Fawkes.</p>	<p><u>Past and Present</u> Children will know who Florence Nightingale is and why she is remembered. Children will know how and why Chinese New Year is celebrated.</p>	<p><u>Past and Present</u> Children will know who Mary Anning is and why she is important.</p>	<p><u>Past and Present</u> Children will know that the past is anything before the current day. Children will now that the present is now. Children will know what we on the school grounds before out school was built.</p>	<p><u>Past and Present</u> Children will look at images of seaside holidays from the past and present and identify similarities and differences. Children will know who David Attenborough is and why he is important.</p>
		Geography	<p><u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world. Children will identify typical weather in Autumn.</p>	<p><u>People, Culture and Communities</u> Children will know how people in different countries celebrate Christmas. Children will know that Altrincham is in England.</p>	<p><u>People, Culture and Communities</u> Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter. Children will learn about stranger danger and safer strangers.</p>	<p><u>People, Culture and Communities</u> Children will identify similarities and differences between life in Altrincham and life in Africa. Children will look at and discuss cultural artefacts from around the world. Children will identify typical weather in Spring.</p>	<p><u>People, Culture and Communities</u> Children will know that we can only grow certain fruit/vegetables in England including what seasons they grow in. Children will harvest and use school fruit/vegetables in their baking/cooking.</p>	<p><u>People, Culture and Communities</u> Children will know that we do not have certain sea life in England and will compare with Australia's Coral Reef. Children will identify typical weather in Summer.</p>



EYFS Curriculum Framework

		<p>Science</p>	<p>The Natural World Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn.</p>	<p>The Natural World Children will identify plastic and metal. Children will know what material a magnet picks up.</p>	<p>The Natural World Children will know that this time of year is Winter. Children will explore floating and sinking. Children will plant and watch peas (pea igloo) and radish growing.</p>	<p>The Natural World Children will observe changes and growth of chicks. Children will know the life cycle of a chick. Children will know that this time of year is Spring. Children will explore the strength of materials to make a house for a dinosaur. Children will make Spring Veg soup using veg grown on school grounds (onions, carrots, cabbage, herbs, pak choi)</p>	<p>The Natural World Children will visit the local allotments. Children will know the names of the 4 seasons and weather associated with them. Children will know the life cycle of a pea. Children will know how to care for a plant. Children will observe how a tree has changed over the 4 seasons. Children will make rhubarb using rhubarb grown on school grounds.</p>	<p>The Natural World Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will harvest their peas. Children will melt and solidify different substances such as chocolate and butter.</p>
		<p>RE</p>	<p>People, Culture and Communities Children will know what is special to them and their families.</p>	<p>People, Culture and Communities Children will know the story of Diwali. Children will know the Christian Christmas story. Nativity for parents to watch.</p>	<p>People, Culture and Communities Children will know the Easter story and how people celebrate around the world.</p>	<p>People, Culture and Communities Children will name and explain the purpose of a church. Easter performance for parents to watch.</p>	<p>People, Culture and Communities Children will name and explain the purpose of a mosque. Children will understand that some places are special to certain members of the community.</p>	<p>People, Culture and Communities Children will know what the bible is.</p>
		<p>Computing</p>	<p>Children will know how to use an iPad to take photos.</p>	<p>Children will know how to programme a bluebot. Children will begin to use seesaw app, on iPad, to photograph their learning to send home.</p>	<p>Children will know how to use keys on a keyboard to type their name.</p>	<p>Children will know how to use a trackpad to move a cursor. Children will know how to Google information for topics – using voice recognition software if needed.</p>	<p>Children will know how to use the laptop to make digital art using the programme 'paint'.</p>	<p>Children will know how to make a pictogram using J2E programme.</p>



EYFS Curriculum Framework

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, nonfiction 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.



EYFS Curriculum Framework

<p>Children's imaginations are incredible and ever developing. We aim to foster this through development of their artistic and cultural awareness; giving children access to explore artists and a wider range of arts, such as dance, poetry, sculpture etc. With access to a varied range of media and materials, the children are able to design and create using their vivid imaginations and then go back and refine their processes and share them with their peers. The children are given opportunities to share their personal responses to the diverse range of music and performances they are exposed to.</p>								
			Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Expressive Arts and Design	Nursery - Development Matters (3-4 years)	Music	<p>Being Imaginative Children will know some well-known nursery rhymes. Children will know I'm a Dingle-Dangle Scarecrow, Busy for the Harvest, Tasty Food and I'm a little hedgehog. Children will listen with increased attention to sounds.</p>	<p>Being Imaginative Children will be able to remember and sing entire songs – Linked to Nativity Children will take part in simple pretend play using an object to represent something else even though they are not similar. Children will listen to a visitor play an instrument. Children will play a range of instruments to express their feelings and ideas.</p>	<p>Being Imaginative Children will sing a variety of nursery rhymes. Children will begin to develop complex stories, using small world equipment like animal sets, doll house, superhero set etc. Children will sing the pitch of a tone sung by another person (pitch match) Children will draw to represent ideas like movement and loud noises. Children will respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Being Imaginative Children will be able to remember and sing entire songs – Linked to Easter Performance Children will sing the melodic shape (moving melody such as up down up down) of familiar songs</p>	<p>Being Imaginative Children will create their own songs or improvise a song around one they know. Children will play sound matching games.</p>	<p>Being Imaginative Children will sing a variety of nursery rhymes independently.</p>



EYFS Curriculum Framework

	Art	<p><u>Creating with Materials</u> Children will do large scale drawings/paintings. Children will use pencils to free draw.</p>	<p><u>Creating with Materials</u> Children will paint on a flat surface and an easel. Children will explore and create art in the style of Paul Klee (Self portraits). Christmas craft day with parents.</p>	<p><u>Creating with Materials</u> Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles. Chinese New Year craft day – no parents. Mummy Afternoon Tea (Mother’s Day) – make bunting and card.</p>	<p><u>Creating with Materials</u> Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Children will show different emotions in their drawings and paintings like happiness, sadness, fear etc. Children will explore and create art in the style of Guiseppe Arcimboldo (vegetable printing). Easter craft afternoon and Easter performance.</p>	<p><u>Creating with Materials</u> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will do observational drawings. Eid Al-Fitr craft day with parents.</p>	<p><u>Creating with Materials</u> Children will draw with increasing complexity and detail such as representing a face with a circle and including details. Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Children will explore and create art in the style of Jackson Pollock (Different painting techniques). Daddy Stay and Play day (Father’s Day) – make card and keyring.</p>
	DT	<p><u>Creating with Materials</u></p>	<p><u>Creating with Materials</u> Children will explore different materials freely to develop their ideas about how to use them and what to make.</p>	<p><u>Creating with Materials</u> Children will create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><u>Creating with Materials</u> Children will develop their own ideas and then decide which materials to use to express them.</p>	<p><u>Creating with Materials</u> Children will make imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park. Children will join 2 materials together. Children will cut and stick for a purpose.</p>	<p><u>Creating with Materials</u> Children will join different materials and explore different textures.</p>
<p><u>Observational Checkpoint:</u> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>							



EYFS Curriculum Framework

		Autumn 1 What makes me, me?	Autumn 2 What makes me, me?	Spring 1 Who helps me?	Spring 2 What's out there?	Summer 1 What changes?	Summer 2 What's under the sea?
Reception - Development Matters (Reception)	Music	<p><u>Being Imaginative</u> Children will sing a variety of nursery rhymes. Children will know I'm a Dingle-Dangle Scarecrow, Busy for the Harvest, Tasty Food and I'm a little hedgehog.</p>	<p><u>Being Imaginative</u> Children will be able to remember and sing entire songs – Linked to Nativity Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p><u>Being Imaginative</u> Children will sing a variety of songs. Children will know how to tap/clap along to a rhythm.</p>	<p><u>Being Imaginative</u> Children will be able to remember and sing entire songs – Linked to Easter Performance Children will experiment with different ways of playing instruments. Children will join in with choreographed dances.</p>	<p><u>Being Imaginative</u> Children will sing a variety of songs. Children will know how to match a pitch.</p>	<p><u>Being Imaginative</u> Children will sing a variety of songs. Children will know perform their own dances using steps and techniques that they have learned.</p>
	Art	<p><u>Creating with Materials</u> Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p><u>Creating with Materials</u> Children will know how to mix primary colours to make secondary colours using poster paints. Children will explore and create art in the style of Wassily Kandinsky. Christmas craft day with parents.</p>	<p><u>Creating with Materials</u> Children will know how to use and mix watercolour paints. Chinese New Year craft day – no parents. Mummy Afternoon Tea (Mother's Day) – make bunting and card.</p>	<p><u>Creating with Materials</u> Children will know how to make 2D collages (using various materials). Children will explore and create art in the style of Henry Matisse. Easter craft afternoon and Easter performance.</p>	<p><u>Creating with Materials</u> Children will know how to use different techniques to make 3D collages. Children will know how to mould with clay. Children explore and create art in the style of Barbara Hepworth. Eid Al-Fitr craft day with parents.</p>	<p><u>Creating with Materials</u> Children will know how to make a mono print. Children will know how to make different shades of the same colour. Daddy stay and play day (Father's Day) – make card and gift.</p>
	DT	<p><u>Creating with Materials</u> Children will know how to make the flange join and treasury tag join.</p>	<p><u>Creating with Materials</u> Children will know which glue or tape to use for their chosen purpose.</p>	<p><u>Creating with Materials</u> Children will know how to make an I-brace join</p>	<p><u>Creating with Materials</u> Children will know how to make a slot join.</p>	<p><u>Creating with Materials</u> Children will know how to make a tab join.</p>	<p><u>Creating with Materials</u> Children will know how to make a split pin join. Children will know how to sew to join.</p>
<p><u>Creating with Materials:</u> 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> <p><u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							