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| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Possible Themes/Interests/Lines of Enquiry | Autumn  Family  God’s World  All About Me  Bears | Bear Hunt  Pirates  Bonfire Night/Fireworks/  Christmas story  Christmas Post Office | Winter  Dinosaurs  Little Red Riding Hood  Chinese New Year  Valentine’s Day | Shrove Tuesday  Feelings/Emotions  Mother’s Day  Easter | Jasper’s Beanstalk  Growing  People Who Help Us  Vesak – Buddha Day | Naughty Bus  Father’s Day  Farm |
| Key stories books, stories, poems and rhymes.  (Fiction, Non-Fiction) | **Children’s bible –** *Creation Story*  **Goldilocks and the Three Bears**  **Don’t Hog the Hedge**  **Tree: Seasons come, seasons go**. Patricia Hegarty  **Nursery Rhymes** | **We’re going on a bear hunt**  **Non-fiction bear textbooks.**  **10 Little Pirates**  **Pirates Love Underpants**  *The Christmas Story* **- Children’s Bible** | **Little Red Riding Hood**  **Harry and the Bucketful of Dinosaurs**  **Dinosaurs –** Non fiction books  **Nursery Rhymes** | \*New PSHE Books\*  **The Colour Monster**  **My Mum** by Anthony Browne  *The Easter Story* **– Children’s Bible** | **Jasper’s Beanstalk**  **Set of Books –Firefighters/Doctors/Dentists** | **My Dad** by Anthony Browne  **The Naughty Bus**  **Farm – Non-fiction books** |
| Experiences | Making porridge  Autumn Walk  Listening Walk  Visiting Church  Harvest Festival  Pray, stay and play sessions | Posting letters to the post box. Sending and receiving letters.  Nativity play.  Visiting Church  Pray, stay and play sessions. | Chinese New Year Party - Dragon Dancing, tasting Chinese food.  Winter Walk  Building Snowmen  Visiting Church  Pray, stay and play sessions. | Visiting the prayer garden  Making Pancakes  Visiting Church  Mother’s Day Assembly  Making Easter Nests  Pray, Stay and Play | Planting and Growing Cress & Sunflowers  Visiting Church  Father’s Day Assembly  Hearing from ‘People who help us’  Pray, Stay, and Play | Butterflies into school  Visiting Church  Enterprise Week  Sports Day  Class Assembly.  Pray, stay and Play. |
| RE | **God’s World**  To know that God loves and cares for each one of us and reflect on this.  Hear about and respond to the things God created for us.  Know that God has asked us to care for the world. Think of ways in which we can help to do it. To know that God made each one of us different and special. Reflect on this. | **God’s Family**  Be aware that God made all the people in the world to be part of his family and that we are part of it too. Know that God made us to know and love him and to show our love for him by helping one another. To know that God has given us gifts so that we can show his love to others. To know that God’s greatest gift was to send his only son Jesus and respond to that gift. | **Getting to Know Jesus**  To know that Jesus has a great love for each one of us. Think of ways in which we can show our love for Jesus. Hear that Jesus cured people who were ill. Think of ways in which we can show our love for people who are ill. Begin to know that Jesus showed he was the son of God at the Wedding of Cana. Begin to think about what this means for us. | **Sorrow and Joy**  Understand that we are capable of hurting others and that we should always try to be kind to each other. Know that we can say sorry when we hurt someone but we need to ask Jesus to help us to do this. Know that Jesus forgave those who hurt him and know that we can forgive other people when they hurt us. Know that we need to ask Jesus to help us be kind to others. | **New Life**  Begin to understand that because Jesus rose from the dead we can experience Easter. Know the story of Jesus appearing to Mary Magdalene when he rose from the dead and begin to understand why this story is important. Begin to understand the special gift of joy and peace that Jesus gave to the disciples and can give to us. Know the story of Jesus going back to his Father in heaven. | **The Church**  Know that we call the church the family of God and that we can all belong to his family. Know that a church building is a holy place where we can all pray and are welcome. Know that Jesus is present in a special way in the tabernacle and we can visit him. Know and be thankful that lots of people help look after the church for us. Know why Sunday is a special day for us. |
| RSE  (Journey in Love) | To know that there is no one more special than me. |  |  | Know that God made me and loves me as I am. |  |  |
| Communication and Language | **Can find It difficult to pay attention to more than one thing at a time.**  **Enjoys listening to longer stories and can remember what happens.**  Staff to always model correct pronunciation.  To talk about how you are feeling. | **Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”**  **Use longer sentences of four to six words.**  Staff to always model correct pronunciation.  To talk about how you are feeling and why? | **Understand ‘Why’ questions, like “Why do you think the caterpillar got so fat?”**  **Can start a conversation with an adult or friend and continue it for many turns.**  Staff to always model correct pronunciation. | **Develop their communication, but many continue to have problems with irregular tenses and plurals, such as ‘runner for ran, Swimmed for swam.**  **(**Reminder to all staff to not correct children, just repeat sentence with correct grammar)  To shift from one task to another when the adult says your name. | **Use talk to organise themselves and their play “Let’s go on a bus… I’ll be the driver.”**  Staff to always model correct pronunciation.  To confidently use sentences of six words. “I want to play with cars” | **Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.**  Listen and respond to adult’s challenges. Child: going out shop  Adult: Yes, Jason Is going to the shop. Adults to add new Ideas. “I wonder If they’ll get the 26 bus”  **To use sentences joined up with words like ‘because ‘or’ ‘and’**  E.g.g I like my Ice cream because It makes my tongue shiver.  **To use future and past tense ‘I am going to the park” “I went to the shop”**  To be able to answer open ended questions like “I wonder what would happen if…”  To be encouraged for more thinking time and longer responses.  To be encouraged in sustained shared thinking (when two or more individuals (adult and child or children) work together in an intellectual way to solve a problem, clarify a concept, evaluate activities or extend a narrative. |
| Use a wider range of vocabulary.  To know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Sing a large repertoire of songs.  May have problems saying some sounds : r, j, th, ch, and sh. Multisyllabic words such as ‘pterodactyl’ | | | | | |
| Personal, Social and Emotional Development | **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.**  Model exciting new activities to encourage children to use them.  **Develop their sense of responsibility and membership of community.**  **Share and take turns with others.**  To have appropriate tasks to carry out.  To take on jobs In the classroom. E.g. get the milk and hand It out to others.  To take ownership of their classroom.  **Settle to some activities for a while.**  **Play alongside others.**  To sometimes manage sharing and taking turns with others with adult guidance.  To understand ‘yours’ and ‘mine’ | | **Become more outgoing with unfamiliar people, in the safe context of their setting.**  To have visitors In the classroom to talk about the work they do. E.g. firefighters, plumbers.  **Show more confidence in new social situations.**  To participate In going to church.  To participate In going to whole school assemblies.  To participate In going onto the big playground.  **Play with one or more other children, extending and elaborating play ideas.**  To make decisions about room layout and resources.  To carry out decisions, respecting the wishes of the rest of the group.  **Begin to understand how others might be feeling.**  To explore situations from different points of view.  Talk about how others might be feeling.  Adult to bring Ideas Into play. E.g. “I wonder how the chicken Is feeling, now the fox Is creeping up on her?”  **Take part in pretend play.**  To talk to children about what rules we should have in our classroom.  To look at the visual rules in our classroom. To talk about what they mean.  (Have photos around the classroom to help children.  To sustain concentration on some activities for a while.  To play alongside others. | | **Help to find solutions to conflict and rivalries. E.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.**  **Talk with others to solve conflicts.**  To participate In play based on their Interests. E.g. like hairdressers - set up a hairdressing role play.  To be supported from an adult In sharing and managing conflicts.  Listen to adult modelling how to listen to someone else and agree on a compromise.  **Take part In pretend play taking on the role of a character In a story e.g. Gruffalo.**  **Talk about their feelings using words like ‘happy, sad, angry or worried.’**  **Develop appropriate ways of being assertive**  To follow clear boundaries and routines.  Listen to adult modelling ways to calm down such as stopping and taking a few deep breaths.  To learn ways to calm yourself down.  To take on the role in my play. E.g. mummy or daddy.  To generally negotiate solutions to conflicts in play. | |
| *Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.* | | | | | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | |
| Squiggle Whilst You Wiggle |  |  |  |  |  |  |
| Physical Development | **Go up steps and stairs, or climb up apparatus, using alternative feet.**  To experiment with paint and make marks.  To use pencil with a comfortable and controlled grip.  To pick up small objects such as Individual gravel stones and small bits of chalk to draw with.  To practise drawing circles.  To learn how to use scissors by making snips.  To be guided with hand-over-hand help.  To wash their hands after going to the toilet with encouragement. | **Skip, hop, stand on one leg and hold a pose fo a game like musical statues.**  **Continue to develop their movement, balancing, riding (Scooters, trikes and bikes) and ball skills.**  To paint, chalk or make marks with water on large vertical surfaces.  To use walls as well as easels to stimulate large shoulder and arm movements.  To practise drawing circles and lines. To learn how to put my coat on Independently.  To know why we brush our teeth.  To participate in daily teeth brushing.  To know when we wash our hands.  To wash their hands Independently. | **Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.**  To know why safely Is an Important factor In handling tools and moving equipment and materials.  To follow clear and sensible rules that the adult sets.  Begin to use the scissors independently.  To know what healthy eating means.  To know names of healthy food and unhealthy food.  To know to wash hands without being prompted. | **Start taking part in some group activities, which they make up for themselves or in teams.**  To participate In lead-movement play where possible.  To use both fixed and flexible resources Inside and outside.  **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.**  To practise zipping up my coat. | **Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on it’s length and width.**  To be more confident, competent, creative, and adaptive movers.  To play outdoors in large areas. E.g. KS1 playground and KS2 playground, prayer garden and large grass area. | **Increasingly able to use and remember sequence and patterns of movements which are related to music and rhythm.**  To listen to the adult modelling vocabulary of movement ‘gallop, slither’  To be encouraged to use vocabulary of movement.  To listen to the adult modelling vocabulary of Instruction ‘follow, lead, copy’  To be encouraged to use vocabulary of Instruction.  Use the scissors Independently cutting a range of materials.  To use pencil with a tripod grip.  To confidently zip up my coat.  **Become Increasingly Independent as they get dressed and undressed, for example, putting coats on and doing up zips.** |
| Start to eat independently and learn how to use a knife and fork.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment. E.g. making snips with scissors. .use a comfortable grip with good control when holding pens and pencils.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Be Increasingly Independent In meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and tooth brushing. | | | | | |
| Literacy  (See Literacy Long Term Plan) | **Understand that print has meaning.**  To look t a wide range of examples of print with different functions.  To recognise different types of print. E.g. road sign, shop logo, food logo, school logo etc.  To know which way we look at a book.  To know we only turn one page at a time.  To know the difference between the writing and the pictures.  Participate in large-muscle co-ordination and small-muscle co-ordination activities.  Climbing swinging, messy play, parachute games etc.  Scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. | **Understand that print can have different purposes.**  To know what print stands for and why.  To know the names of the different parts of the book. “Title, front cover, author, blurb, back, page numbers.;  To look at the pictures to help re-read a familiar story. | **To understand we read English text from left to right and from top to bottom.**  To know where we start reading from. To know where we start reading next when we get to the end of the page.  To point to the first word we need to read from.  To know what a ‘word’ Is.  To know that some words are longer than others because they have more letters.  **Develop their phonological awareness so that they can spot and suggest rhymes and count or clap syllables in a word.** | **To know the names of the different parts of the book.**  To know that there Is a space after each word.  To recognise some sounds when reading a story with an adult.  **Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money or mother.**  To tune into the different sounds in English by making changes to rhymes and songs. E.g. twinkle twinkle chocolate bar.  To recognise which word is missing in a rhyme. | **To know about page sequencing.**  **Engage in extended conversations about stories, learning new vocabulary**  To read books about diversity.  To regularly share a book with adults.  To shared read a book once a day  To name things that you can see in the picture.  To learn new vocabulary. .  **Use some of the print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for Mummy.**  To write within the setting.  To write for a purpose e.g. writing a label for model, writing a letter to a friend, shopping list etc.  To use letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words. E.g hat, cat. | **Write some or all of their name.**  **Write some letters accurately.**  To know that sentences start with a capital letter and end with a full stop.  To read more complex stories to learn a wider range of vocabulary. Some vocabulary is not used everyday but is used frequently in texts. E.g. enormous, forest, roar, invitation etc.  Learn to form letters accurately. |
| Phonics |  |  |  |  |  |  |
| Mathematics  (See Maths Long Term Plan) | **Fast recognition of up to 3 objects, without having to count them individually(subitising)**  Point to a small group of two or three objects. “Look, there are two!”  To know how many there are in a small set of 2 or 3.  To play freely with blocks, shapes, shape puzzles and shape sorters.  To support | **Recite numbers past 5.**  **Show finger numbers up to 5.**  **Say one number name for each item. 1,2,3,4,5.**  To have opportunities to count in sequence purposefully, sometimes going to high numbers. E.g. hide and seek, rocket-launch, count downs.  To regularly say the counting sequence, in a variety of playful contexts, forwards and backwards sometimes going to high numbers.  To participate In experiences of size change.  **Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.**  To play with a wide variety of construction materials like blocks and interlocking blocks.  To play with den making materials.  To talk about the shapes in the environment and how the properties suit the purpose. | **Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)**  To count things confidently.  Encourage children to point to the things they are counting saying the number names as they count.  To listen to the adult talking about what they can see using a number. E.g. three apples, four chairs.  To be challenged off an adult to get a number of things. E.g. get me 3 pencils.  To play with shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with.  To encourage children to talk about the different designs they make.  Listen to challenges set by adults to build increasingly more complex constructions. | **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.**  To have labels around the classroom that have numerals on.  To have pots with numbers on to match the numeral to the quantity.  To have play based activities planned to match the numeral to the quantity.  To tell an adult how many you can see.  To participate in obstacle courses, interesting pathways and hiding places for children to play with freely.  To read books with journeys e.g. Rosie’s Walk.  **To talk about and identify patterns around them. E.g. stripes on clothes, designs on rugs and wallpaper. To use informal language like ‘pointy, spotty, blobs etc.’**  To look at patterns from different cultures such as fabrics.  To look at a range of everyday and natural objects and materials, as well as blocks and shapes, for children to play freely and to make patterns with.  **To extend and create ABAB patterns – stick,leaf,stick,leaf.**  **To notice and correct an error in repeating pattern.**  To continue patterns and spot mistakes.  To follow and invent movement and music patterns, such as clap, clap, stamp. | **Experiment with their own symbols and marks as well as numerals.**  **Solve real world mathematical problems with numbers up to 5.**  To create their own ways of recording. E.g. how many balls are through the hoop? To use numerals nearby for reference.  To use spatial words in play, including ‘in, on, under, up, down, besides, between’. E.g. Let’s put the troll under the bridge and the billy goat between the stream.  To go on a (number, shape) walk. To discuss the journey. What can we see on the way? To recall the route and the order of things seen on the way.  To listen to an adult use vocabulary like ‘good morning, afternoon, evening, night-time, earlier, later, too late, too soon, in a minute.’  To countdown to forthcoming events on the calendar in terms of number of days or sleep. Refer to the days of the week, and the day before, or the day after ‘yesterday and tomorrow’ | **Compare quantities using language ‘more than’ ‘fewer than’**  To discuss mathematical ideas throughout the day, indoors and outdoors.  E.g. “I think Adam has got more crackers.  To solve problems using fingers, objects and marks. “There are four of you but there aren’t enough chairs.”  To look at differences and changes in amounts, using stories such as The Enormous Turnip.  To participate in complex train tracks with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.  To listen to an adult talking about the sequencing of events in stories.  **To begin to describe a sequence of events, real or fictionalm using words such as ‘first, then’**  To sequence a story and talk about it.  To talk about patterns of events in cooking, gardening, sewing or getting dressed.  e.g. first, then, after, before,  every day we…  every evening we… |
|  | Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboidal) using informal and mathematical language ‘sides, corners, straight, flat, round.’  Understand position through words alone - e.g. the bag is under the table - with no pointing.  To talk informally about shape properties using words like ‘sharp corner’ ‘pointy’ or ‘curvy’  Talk about shapes as you play. E.g. we need a piece with a straight edge.  Describe a familiar route. Discuss routes and locations, using words like in front of and behind.  Discuss positions in real contexts. E.g. how to shift the leaves off a path, or sweep water away from a drain. | | | | | |
| Understanding the World | **Use all their senses in hands-on-exploration of natural materials.**  Adults to provide interesting natural environments for children to explore freely outside.  To talk about what they see.  **Begin to make sense of their own life-story and family’s history.**  To read books about families.  To bring photos in and talk about your family.  To name the people in your family.  To talk about memories of places you have been to with your family.  To talk about your life-story and family.  To talk about the differences they notice between people, which also drawing their attention to similarities between different people and communities.  Adults to answer children’s questions and encourage discussion. Eg. Talk positively about different appearances, skin colours and hair type. | **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**  Adults to create books and displays about children’s families around the world, or holidays they have been on.  Children to be encouraged to talk about each other’s families and ask questions.  To use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.  **Explore collection of materials with similar and/or different properties.**  Adults to make collections of natural materials to investigate and talk about. E.g. pieces of bark, different types of leaves and seeds, different types of rocks, different shells and pebbles from the beach.  Adults to provide equipment to support these investigations. E.g. magnifying glasses or tablet with magnifying app.  To talk about what they see.  Adult to model observational and investigational skills. Ask out loud. ‘I wonder if….’  Adults to plan and introduce new vocabulary.  To encourage children to use it to discuss their findings and ideas.  To learn other children’s names, modelling correct pronunciation. | **Talk about the differences between materials and changes they notice.**  Adults to provide children with opportunities to change materials from one state to another. E.g.   * Cooking – combining different ingredients, and then cooling or heating (cooking) them * Melting – leaving ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch)   To explore how different materials, sink and float.  To explore how you can shine light through some materials, but not others. Investigate shadows.  Adults to plan and introduce new vocabulary related to the exploration and encourage children to use it. | **Explore how things work.**  Adults to provide mechanical equipment for children to play with and investigate.  e.g. wind-up toys, pulleys, sets of cogs with pegs and board.  **Explore and talk about different force they can feel.**  Adults to draw children’s attention to forces. E.g.  -how the water pushes up when they try to push a plastic boat under it.  -how they can stretch elastic, snap a twig, but cannot bend a metal rod  -magnetic attraction and repulsion  Adults to plan and introduce new vocabulary related to the exploration, and encourage children to use it.  To celebrate and value cultural, religious and community events and experiences. | **Show interest in different occupations.**  Adults to invite people in to visit from a range of occupations, such as a plumber, farmer, vet, member of emergency services or an author.  Adults to introduce new vocabulary related to the occupation.  To use taught new vocabulary in conversations with peers and play.  Adults to consider opportunities to challenge gender and other stereotypes.  **Plant seeds and care for growing plants.**  Adults to show an explain the concept of growth, change and decay with natural materials. E.g. plant seeds and bulbs so children observe growth and decay over time, observe an apple core going brown and mouldy over time, help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. | **Understand the key features of the life-cycle of a plant and an animal.**  Adults to plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.  To encourage children to refer to books, wall displays and online research. This will support their investigations and extend their knowledge and ways of thinking. |
| Adults to ensure that resources reflect the diversity of life in modern Britain.  Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. | | | | | |
| Expressive Arts and Design | **Take part in simple pretend play, using an object to represent something else even though they are not similar.**  Children generally start to develop pretend play with ‘rules’ when they are 3 or 4 years old.  e.g. offer pinecones in the home corner for children to pour into pans and stir like pasta.  Some rules are self-created e.g. the pole is now a horse, or the pinecones are now a pasta in a pot.  Other rules are group-created e.g. to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby.  **Explore colour.**  Adults to talk to children about the differences between colours.  **Listen with increased attention to sounds.**  Adults to help children to develop their listening skills through a range of active listening activities.  Adults to notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving. | **Explore colour-mixing.**  Adults to help children to explore and refine their colour-mixing. For example – how does blue become green?  Adults to introduce children to the work of artists from across time and cultures. Help them to notice where features of artists’ work overlap with children’s, for example in details, colour, movement or line.  **Begin to use more complex stories using small world equipment like animals, sets, dolls and doll houses etc.**  **Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.**  Adults to provide lots of flexible and open-ended resources for children’s imaginative play.  Help children to negotiate roles in play and sort out conflicts.  Notice children who are not taking part in pretend play, and help them to join in. | **Explore different materials freely to develop their ideas about how to use them and what to make.**  Adults to offer opportunities to explore scale.  -long strips of wallpaper  -child size boxes  -different surfaces to work on, e.g. paving, floor, tabletop or easel.  **Develop their own ideas and then decide which materials to use to express them.**  Listen and understand what children want to create before offering suggestions.  **Join different materials and explore different textures.**  Suggestions  -glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.  **Respond to what they have heard, expressing their thoughts and feelings.**  Play, share and perform a wide variety of music and songs from different cultures and historical periods.  Play sound-matching games. | **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.**  **Draw with increasing complexity and detail, such as representing a face with a circle and including details.**  Adults to help children to develop their drawing and model-making.  To develop their own creative ideas.  Adults to spend sustained time alongside them.  Children to show interest in the meanings children give to their drawings and models.  Adults to talk to children together about these meanings.  **Sing the pitch of a tone sung by another person (‘pitch match’)**  Adults to be aware of own pitch when teaching songs to children. (high/low)  Adults to use a limited pitch range.  Adults to encourage children to use their ‘singing voice.’ (when asked to sing loudly, children often shout) | **Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.**  Adults to sing slowly, so that children can hear the words and the melody of the song.  Adults to use songs with and without words – children may pitch-match more easily without words.  (try using one syllable sounds such as ‘ba’)  **Use drawing to represent ideas like movement or loud noises.**  Adults to encourage children to draw from their imagination or observation.  **Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.**  Adults to help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. | **Create their own songs, or improvise a song around one they know.**  Adults to clap or tap to the pulse of songs or music and encourage children to do this.  **Play instruments with increasing control to express their feelings and ideas.**  Adults to offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.  Adults to encourage children to experiment with different ways of playing instruments.  Adults to listen carefully to their music making and value it.  Suggestion:  -record children’s pieces  -play the pieces back to the children and include them in your repertoire of music played in your setting. |
| Remember and sing entire songs. | | | | | |