

Yearly Overview 2025-2026

Autumn 1 Marvellous Me!	Autumn 2 People Who Help Us	Spring 1 Ready, Steady, Go!	Spring 2 What Came First?	Summer 1 Donaldson's Animal Adventures	Summer 2 Superfoods!
Wk 1: Settling in and Assessment Wk 2: Assessment Wk 3: Assessment Wk 4: Assessment Wk 5: My Favourite Things Wk 6: My Home Wk 7: My Body Wk 8: Senses (Diwali: Monday 20 th October)	Wk 1: My Family Wk 2: School Wk 3: Community Wk 4: Firefighters Wk 5: Health Care Workers Wk 6: Police Officers Wk 7: Christmas	Wk 1: The Bus Wk 2: The Bus Wk 3: Where to? Wk 4: Where next? (Chinese NY: Wednesday 29 th January) Wk 5: Journeys Wk 6: Journeys (Friday 13 th – Chinese New Year: Tuesday 17 th Feb)	Wk 1: Eggs Wk 2: Insects - Butterflies Wk 3: Birds - Ducklings Wk 4: Amphibians – Frogs (Eid al-Fitr: Thursday 19 th -Friday 20 th March) Wk 5: Easter	Wk 1: The Gruffalo Wk 2: The Gruffalo Wk 3: What the Ladybird Heard Wk 4: Superworm Wk 5: Monkey Puzzle Wk 6: A Squash and a Squeeze	Wk 1: Supertato Wk 2: Supertato Wk 3: Supertato Wk 4: The Gingerbread Man Wk 5: The Gingerbread Man Wk 6: Oliver's Vegetables Wk 7: Year 1

Please see below for a breakdown of progression throughout the year (per half term) in the seven areas of learning.

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Communication & Language	• Begin to listen on the carpet. • Listen to sounds on the carpet and when playing. • Learn new vocabulary. • Listen to new vocabulary. • Begin to show understanding when asked a question. • Listen to an adult modelling speech and copy. • Begin to describe events in some detail in my play. • Think out loud about things. • Develop social phrases (e.g. good morning, how are you?) • Listen during story time. • Select a familiar story to have read to them. • Identify a favourite story. • Begin to join in with actions and repeated phrases. • Listen to rhymes or songs. 3-4 Observation Checkpoints: • Shift from one task to another if you fully obtain their attention. • Use sentences of four to six words. • Use sentences joined up with words like 'because', 'or', 'and'. • Use the past and present tense. • Answer simple 'why' questions.	• Growing ability to listen on the carpet. • Listen for extended periods of time (5 minutes). • Learn new vocabulary and begin to use it in their play. • Attempt to use new vocabulary during the day. • Continue to answer questions when asked by an adult. • Continue to show some understanding when asked a question. • Show an understanding of instructions. • Continue to listen and copy adult's speech. • Speak clearly most of the time. • Use simple sentences. • Describe events in some detail in my play. • Begin to talk with others to solve problems. • Continue to develop social phrases (e.g. good morning, how are you?). • Listen during story time and begin to answer questions. • Remember the name of one character when listening to a new story. • Use some words of their own to describe a story. • Begin to use story talk in other contexts. • Talk about if they enjoy the rhyme or not. • Know a rhyme or song off by heart. • Listen to non-fiction books. • Beginning to learn facts from non-fiction. • Use non-fiction with an adult to find information.	• Know when to listen. • Listen for extended periods of time (10 minutes) • Learn new vocabulary and use it in their play and begin to use it in conversations. • Answer questions when asked. • Follow instructions. • Speak clearly. • Speak in full sentences. • Begin to connect one idea or action to another using a range of conjunctions. • Easily describe orally the events of my morning or afternoon • Think aloud to solve a problem. • Clearly talk to friends in play and in learning. • Clearly know social phrases. • Listen during story time, join in and answer questions. • Listen to a story and say if they have enjoyed it. • Talk about a favourite book, including the characters and what happens. • Role play the week's story. • Be a character from a story. • Tell the plot of a story. • Listen to rhymes or songs and repeat them. • Know some songs and rhymes off by heart. • Explore non-fiction books. • Know four facts about a subject from non-fiction an adult has read to me.	• Listen for extended periods of time (15 minutes). • Talk about what has been said or what has been heard. • Learn new vocabulary and use it in their play and conversations. • Confidently answer different questions. • Demonstrate a clear understanding of what has been said to me, including instructions. • Speak in full sentences with a variety of vocabulary. • Use a variety of conjunctions (and, then, but, because). • Describe events in some detail. • Talk to others to solve problems. • Use social phrases confidently and correctly. • Listen during story time and engage throughout. • Talk about a story, including the problem in the story and how it is resolved. • Join in with actions and repeated phrases. • Talk like the story throughout the day (e.g. mmmmm Gruffalo Crumble). • Respond appropriately to rhymes or songs. • Know what a non-fiction book is. • Share new words from non-fiction. • Know to use non-fiction to find out some facts that are true.	• Understand how to listen carefully and why listening is important. • Learn new vocabulary and use it instantly in the correct context. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Always listen and then attempt to answer questions to show comprehension skills. • Listen to and talk about stories to build familiarity and understanding. • Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening, Attention and Understanding • 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 teacher and peers. Speaking • 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 teacher.
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Personal, Social, Emotional Development	• Begin to initiate a conversation. • Talk about their family. • Begin to listen to an adult. • Begin to listen to a friend. • Begin to understand the class rewards system. • Begin to understand the need for hygiene with adult support. • Beginning to line up without fuss when asked. 3-4 Observation Checkpoints to consider: • Can sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'. • Settle to some activities for a while. • Play alongside others. • Take part in pretend play. • Generally, negotiate solutions to conflicts in their play.	• Talk about what they like. • Initiate a conversation. • Talk about their family's roles and interests. • Begin to be kind to others. • Begin to have regular friends that are good for them. • Beginning to model the right choice during times when the whole class are together. • May need a little support from an adult to make the right choice. • Understand the class rewards system. • Begin to observe other children's work. • Begin to be able to calm themselves down after becoming upset. • Listen to a story and think about the feelings of the characters. • Be increasingly independent as they get dressed and undressed e.g. putting coats on and doing zips up. • Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly. • Talk about why they brush their teeth. • Tell when in the routine it is time for lunch. • Know when to wash their hands.	• Have a sense of pride in self. • Talk about what they don't like and why they don't like it. • Make the right choice most of the time. • Listen to an adult. • Listen to my friend. • Be kind to others. • Have regular friends that are good for them. • Model the right choice during times when the whole class are together. • Beginning to compliment a friend's good work. • Learn how to review a friend's model and make suggestions for improvement. • Think about challenges within circle times. • Manage own hygiene. • Talk about and understand road safety. • Line up and show that they are ready. • Talk about daily routine. • Understand when to wash hands and why. • Know when snack time is in during the day.	• Be a confident individual. • Make the right choice all of the time. • Consistently gain praise for right choices. • Observe other children's work and tell them what they like. • Complement a friend's good work. • Positively review a friend's model and make suggestions for improvement. • Calm myself down. • Recognise when they are not making the right choice. • Offer talk to understand how a character maybe feeling. • Talk and solve challenges with simple solutions within the circle time. • Understand why they need fruit and veg. • Understand the five a day rule. • Know lots of time on a device isn't good for them. • Understand the need for sleep.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian). • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes (<u>from PD section of Development Matters but fits more into PSED</u>).	Self-Regulation • 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. Managing Self • 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. Building Relationships • 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
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Physical Development	• Eat independently and start to learn how to use a knife and fork. • Begin to sit with legs crossed on the floor. • Jump over a line. • Develop the skills they need to manage the school day successfully. • Build with blocks. • Climb slide steps. 3-4 Statements to consider: • Continue to develop their movement, balancing, riding and ball skills. • Climb apparatus using alternate feet. • Match their developing physical skills to tasks and activities in the setting e.g. whether to crawl, walk or run across a plank, developing on its length and width. • Collaborate with others to manage large items. • Use one handed tools and equipment safely.	• Begin to move by walking, running, hopping, jumping, skipping, climbing, rolling and crawling. • Learning to move confidently. • Can do a physical challenge when instructed and extended by an adult. • Beginning to run faster. • Move full body during Jump Start Jonny. • Cut soft things with knife. • Mark make with apparatus. • Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Move around an obstacle course with adult support. • Begin to use small and large apparatus outside. • Use a slide. • Learn how to throw, catch and kick a ball. • Mark make confidently. • Use tools to make handwriting patterns (e.g. straight lines, curved lines, tunnels, zig zags etc.). • Add some letters to marks.	• Confidently walk, run, hop and jump. • Continue to refine how to climb and jump off of apparatus safely. • Beginning to climb higher. • Beginning to jump farther. • Beginning to be still for more than one minute. • Cut shapes with scissors. • Draw with a variety of apparatus. • Write using appropriate tools. • Sit on the floor with legs crossed. • Sit on a chair safely and with good posture. • Use balls correctly. • Hold a bat correctly. • Learn how to pass a ball. • Develop confidence of movement with balls. • Write letters. • Write first name and beginning to write last name.	• Confidently roll and crawl. • Continue to refine skipping skills. • Move with confidence, control and grace. • Successfully complete a physical challenge and challenge myself physically. • Climb higher and jump farther. • Run fast thinking about spatial awareness. • Be still and quiet. • Move with coordination and balance – independently. • Use cutlery with confidence. • Show confidence with using tools to write and draw. • Sit at a table with my legs underneath the table. • Confidently move around an obstacle course. • Jump into and out of a hoop. • Begin to skip with a skipping rope, turned by an adult. • Use the monkey bars. • Throw, catch, kick and pass a ball confidently. • Aim when throwing and kicking a ball. • Hold a bat to hit a ball. • Write using letters. • Write with the correct formation. • Write first name and last name.	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball	Gross Motor Skills • 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. Fine Motor Skills • 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.
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					skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient.	
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Literacy	- Recognise some individual letter sounds (SATPIN). - Begin to read at home. 3-4 Statements to consider: - Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. - Develop phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound, such as money and mother. - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Use some letters accurately.	- Recognise most of the Phase 2 sounds and start to recognise individual letter sounds in Phase 3. - Begin to blend sounds to read short phonetic words (CVC words). - Recognise and read their name. - Read and recognise Phase 2 tricky words (pink card words). - Begin to read worded books at home and re-read these to build up confidence (pink books). - Begin to add initial sounds for words. - Tell another what their work says.	- Read individual letters by saying the sounds for them (all 26 initial letter sounds from Phase 2 and 3). - Begin to read some letter groups that each represent one sound and say sounds for them (digraphs and trigraphs). - Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. - Begin to recognise digraphs and trigraphs and begin to read words with these letter groups in them. - Begin to recognise some Phase 3 tricky words (red card words). - Confidently read simple worded books (pink books and/or the first set of red books with individual letter sounds). - Read worded books at home and re-read these to build up confidence (pink books and/or the first set of red books with individual letter sounds). - Form letters from the alphabet. - Write Phase 2 tricky words (pink card words). - Write simple words using sound letter correspondence (CVC words).	- Read some letter groups that each represent one sound and say sounds for them (digraphs and trigraphs). - Read longer words. - Read and recognise Phase 3 tricky words (red card words). - Read simple worded books with some digraphs and trigraphs (red books). - Read simple worded books with some digraphs and trigraphs at home and re-read these to build up confidence (red books). - Form letters from the alphabet correctly. - Write some capital letters. - Begin to write some Phase 3 tricky words (red card). - Write simple phrases/sentences. - Use finger spaces. - Re-read what they have written to check that it makes sense.	- Confidently blend sounds into words, including words with some digraphs and trigraphs. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Writing can be read by others without the child there.	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. 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. 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.
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Mathematics	- Start to learn about days of the week and months of the year. - Learn about the school daily routines. 3-4 Statements to consider: - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Show 'finger numbers' up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Make comparisons between objects relating to size, length, weight and capacity.	- Count objects, actions and sounds to 5. - Subitise to 5. - Compare numbers to 4. - Explore the composition of numbers to 4. - Use and understand positional language. - Talk about how many sides a circle, triangle, square and rectangle have. - Recognise, repeat and create patterns. - Use the words heavy and light and explore the scales for balance purposes.	- Talk about daily routines and activities associated with night and day. - Link the number symbol (numeral) with its cardinal number value to 5. - Subitise to 5 and begin to use conceptual subitising (seeing sub-groups within the quantities) - Recognising, ordering, counting and cardinality within 5. - Explore the composition of 5, 6 and 7. - Compare numbers using the language 'more than', 'fewer than' and 'an equal number.'	- Count, order and explore cardinality within 8. - Know the purpose of counting. - Rote count above 20, recognising the familiar repeating number pattern within 10. - Compare numbers using the language 'more than', 'fewer than' and 'an equal number.' - Explore the composition of numbers within 10. - Explore doubling facts.	- Continue to practise counting and will understand its purpose. - Look at missing numbers when counting. - Continue to practise counting above 20 to consolidate the word pattern. - Subitise amounts in increasingly complex arrangements and know when to use subitising and when to count. - Consolidate my understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible. - Build on our learning about 5 and a bit when working with numbers to 9 before then looking at the composition of 10. - Learn about where numbers to 10 are in relation to each other.	Number - 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. Number Patterns - 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. Shape, Space and Measure (not compulsory assessment) - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity. - Continue, copy and create repeating patterns. - Have an understanding of time.
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Understanding the World	• Draw their family and talk about them from their drawing or from photos. • Talk about what their family do when they are at school. • Begin to comment on images of familiar situations in the past (in relation to their own living memory). • Talk about where they live, their home style and favourite things to do there. • Play outdoors. • Observe the natural world outside the classroom. • Identify an animal. • Begin to use descriptive words to describe what they see outdoors. • Tell the difference between bushes and trees. • Talk about the weather. • Begin to learn about the seasons (autumn). 3-4 Statements to consider: • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (in	• Talk about members of their immediate family and community: - Talk about what their family likes and dislikes. - Answer questions about their family life. - Share something from home to tell you more about their family. • Name and describe people who are familiar to them: - Know who they can ask to help them in school. - Know the name of the head teacher and what they do. - Know the school secretary and what they do. - Name three members of staff from the school and their roles. - Talk about what people in our community do to help us. • Can say if something is old or not. • Identify if a character in a story is old. • Beginning to learn traditional stories from the past (e.g. Diwali Story, Christmas Story). • Identify and explore simple maps (School and local area). • Use a map with an adult to identify places in the local area. • Identify places of worship in our local area. • Talk about what their family celebrates. • Talk about own beliefs. • Talk about where they live – town and country. • Beginning to know about people around the world. • Explore the outdoor environment. • Identify a plant. • Observe changes in weather.	• Explore old artefacts/images and tell you why they are old (in relation to transport). • Discuss if a story is about the past. • Talk about the present. • Tell a traditional tale from another culture (e.g. Chinese New Year Zodiac Story). • Talk about features of a map. • Talk about what a map is used for. • Listen to people from different religions and cultures with interest. • Talk about characteristics of other cultures. • Explore the school's collective worship time. • Talk about a place in the world they would like to go to and why. • Explore a different country and see this country is different to where they live. • Explore the outdoor environment to experiences weather, changes and physical challenges (and compare to past experiences). • Describe the features of where they live.	• Tell a story from the past (relating to them or one they have heard e.g. Easter story). • Tell a fairy tale • Talk about characters from stories. • Talk about characteristics of other religions. • Talk about someone else and what they believe and celebrate. • Explore the natural world around them. • Use my senses to explore the natural world. • Climb to explore. • Explore unfamiliar areas in the outdoors. • Talk about familiar plants and name them. • Say bird names familiar to their outdoors. • Say animal names. • Talk about the countryside and why it's different to where they live. • Compare animal habitats to their own homes. • Talk about spring and compare to autumn and winter.	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways: - Understand how different religious/cultural festivals are celebrated around the world and compare to religious/cultural festivals previously taught/own experiences. - Talk about own beliefs and celebrations confidently. - Celebrate differences with a positive attitude. • Recognise some similarities and differences between life in this country and life in other countries. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	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 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, non-fiction 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
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	relation to houses around the world).	- Know if they need to wear a coat. - Continue to learn about the seasons (winter).				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.
Expressive Arts & Design	3-4 Statements: - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop stories using small world equipment. - Make imaginative 'small worlds' with blocks and construction kits. - Explore different materials and textures freely. - Join different materials. - Use drawings to represent ideas and observations. - Show different emotions in their drawing and paintings. - Explore colour and colouring mixing. - Listen with increased attention to sounds. - Respond to what they have heard. - Remember and sing songs.	- Mix colours and know the colour they want to create. - Chose a song they like to dance to. - Watch a simple performance. - Talk about if they like a show they have watched. - Sing in a group. - They can pretend play and engage in imaginative play. - Dance along to music. - Engage in music making. - Do a simple performance with guidance.	- Create own independent creations. - Observe their creation and make changes. - Create creations in a team. - Listen to a variety of music. - Sing on their own. - Use enhancements to extend their pretend play. - Create or ask for enhancements to extend their imaginative play. - Explore music.	- Mix colours and add white or black correctly to get the colour they want. - Create creations over a few days. - Move their body in a variety of ways to a song they like. - Show enjoyment in listening to different styles of music. - Watch a performance with enjoyment. - Talk about the show they watched and discuss. - Sing in a group making it sound nice. - Use enhancements to extend and develop storylines in their pretend and imaginative play. - Engage in music and follow a story map creating a musical accompaniment. - Dance in a sequence of learnt moves. - Perform in a performance in front of the class.	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.