



PROGRESSION OF SKILLS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening, Attention and Understanding</b>						
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.	<ul style="list-style-type: none"> <li>Begin to understand how to listen carefully and why listening is important.</li> <li>Begin to learn new vocabulary.</li> <li>Begin to engage in story times.</li> <li>Begin to listen to and talk about stories to build familiarity and understanding.</li> <li>Begin to listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Begin to develop social phrases.</li> <li>Begin to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Begin to learn rhymes, poems and songs.</p>	<ul style="list-style-type: none"> <li>Begin to understand how to listen carefully and why listening is important.</li> <li>Begin to learn new vocabulary.</li> <li>Begin to engage in story times.</li> <li>Begin to listen to and talk about stories to build familiarity and understanding.</li> <li>Begin to listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Begin to develop social phrases.</li> <li>Begin to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Begin to learn rhymes, poems and songs.</p>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Continue to learn new vocabulary.</li> <li>Continue to engage in story times.</li> <li>Continue to listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Continue to develop social phrases.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Learn rhymes, poems and songs.</p>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Continue to learn new vocabulary.</li> <li>Continue to engage in story times.</li> <li>Continue to listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Continue to develop social phrases.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully.</li> <li>Learn new vocabulary.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Develop social phrases.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully.</li> <li>Learn new vocabulary.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Develop social phrases.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p>Learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
Make comments about what they have heard and ask questions to clarify their understanding.	<ul style="list-style-type: none"> <li>Begin to ask questions to find out more and to check they understand what has been said to them.</li> <li>Begin to listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask questions to find out more and to check they understand what has been said to them.</li> <li>Begin to listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ask questions to find out more and to check they understand what has been said to them.</li> <li>Continue to listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ask questions to find out more and to check they understand what has been said to them.</li> <li>Continue to listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions with confidence to find out more and to check they understand what has been said to them.</li> <li>Listen carefully to and talk confidently about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions with confidence to find out more and to check they understand what has been said to them.</li> <li>Listen carefully to and talk confidently about stories to build familiarity and understanding.</li> </ul>
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts.</li> <li>Begin to describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts.</li> <li>Begin to describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts in sentences.</li> <li>Begin to connect one idea or action to another beginning to use connectives.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in sentences.</li> <li>Connect one idea or action to another beginning to use connectives.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> </ul>
<b>Speaking</b>						
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts.</li> <li>Begin to use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts.</li> <li>Begin to use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in sentences.</li> <li>Continue to use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in sentences.</li> <li>Continue to use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use new vocabulary in different contexts, with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use new vocabulary in different contexts, with confidence.</li> </ul>

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	<ul style="list-style-type: none"> <li>Begin to use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary through the day, confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary through the day, confidently.</li> </ul>
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<ul style="list-style-type: none"> <li>Begin to use talk to help work out problems and organise thinking and activities, and to begin to explain how things work and why they might happen.</li> <li>Begin to use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use talk to help work out problems and organise thinking and activities, and to begin to explain how things work and why they might happen.</li> <li>Begin to use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen, with confidence.</li> <li>Use new vocabulary in different contexts, with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen, with confidence.</li> <li>Use new vocabulary in different contexts, with confidence.</li> </ul>
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	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts.</li> <li>Begin to describe events in some detail.</li> <li>Begin to use new vocabulary in different contexts (past and present tense).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts.</li> <li>Begin to describe events in some detail.</li> <li>Begin to use new vocabulary in different contexts (past and present tense).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts in sentences.</li> <li>Describe events in some detail.</li> <li>Use new vocabulary in different contexts (past and present tense).</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in sentences.</li> <li>Describe events in some detail.</li> <li>Use new vocabulary in different contexts (past and present tense).</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts confidently, in well-formed sentences.</li> <li>Describe events in detail.</li> <li>Use new vocabulary in different contexts, with confidence (past and present tense).</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts confidently in well-formed sentences.</li> <li>Describe events in detail.</li> <li>Use new vocabulary in different contexts, with confidence (past and present tense).</li> </ul>

**Personal, Social and Emotional Development**

Context	Through sharing stories	Anti-bullying week	Through stories such as Colour Monster, Mixed, The Day the Crayons Quit	Friendship – through stories such as Fletcher and the Caterpillar, Cyril and Pat, Pip and Egg	Helping hands	Emotions – moving on.
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Self-Regulation</b>						
Key Vocabulary:	Feelings, happy, sad, scared, excited, nervous Friendship, kindness, sharing, respect, compliments					
<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their feelings and consider the feelings of others.</li> <li>Begin to think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their feelings and consider the feelings of others.</li> <li>Begin to think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings with confidence and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings with confidence and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> </ul>

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others and begin to regulate their behaviour accordingly.						
<ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to build constructive and respectful relationships.</li> <li>Begin to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to build constructive and respectful relationships.</li> <li>Begin to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build constructive and respectful relationships.</li> <li>Continue to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build constructive and respectful relationships.</li> <li>Continue to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain constructive and respectful relationships.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain constructive and respectful relationships.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain constructive and respectful relationships.</li> </ul>
<b>Managing Self</b>						
<b>Key Vocabulary:</b>						
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	<ul style="list-style-type: none"> <li>Begin to see themselves as a valuable individual.</li> <li>Begin to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to see themselves as a valuable individual.</li> <li>Begin to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to see themselves as a valuable individual.</li> <li>Continue to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Continue to show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a confident and valuable individual.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a confident and valuable individual.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>
Explain the reasons for rules, know right from wrong and try to behave accordingly	<ul style="list-style-type: none"> <li>Begin to express their feelings and consider the feelings of others.</li> <li>Begin to identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their feelings and consider the feelings of others.</li> <li>Begin to identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings with confidence and consider the feelings of others.</li> <li>Confidently, identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings with confidence and consider the feelings of others.</li> <li>Confidently identify and moderate their own feelings socially and emotionally.</li> </ul>
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none"> <li>Begin to manage their own needs:                             <ul style="list-style-type: none"> <li>- personal hygiene (hand washing and toileting)</li> </ul> </li> <li>Begin to talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity and healthy eating.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Begin to manage their own needs:                             <ul style="list-style-type: none"> <li>- personal hygiene (hand washing and toileting).</li> </ul> </li> <li>Begin to talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity and healthy eating.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs:                             <ul style="list-style-type: none"> <li>- personal hygiene (hand washing, toileting, dressing and undressing).</li> </ul> </li> <li>Talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity and healthy eating.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs.                             <ul style="list-style-type: none"> <li>- personal hygiene (hand washing, toileting, dressing and undressing).</li> <li>- Talk about the different factors that support their overall health and wellbeing:                                     <ul style="list-style-type: none"> <li>- regular physical activity and healthy eating.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs with confidence:                             <ul style="list-style-type: none"> <li>- personal hygiene (hand washing, toileting, dressing and undressing).</li> <li>- Know and talk with confidence about the different factors that support their overall health and wellbeing:                                     <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs with confidence:                             <ul style="list-style-type: none"> <li>- personal hygiene (hand washing, toileting, dressing and undressing).</li> <li>- Know and talk with confidence about the different factors that support their overall health and wellbeing:                                     <ul style="list-style-type: none"> <li>- regular physical activity   <ul style="list-style-type: none"> <li>- Healthy eating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of screen</li> </ul> </li> </ul> </li> </ul> </li> </ul>

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					- being a safe pedestrian	time - Having a good sleep routine - Being a safe pedestrian.
<b>Building Relationships</b>						
Work and play cooperatively and take turns with others.	<ul style="list-style-type: none"> <li>• Begin to build constructive and respectful relationships.</li> <li>• Begin to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build constructive and respectful relationships.</li> <li>• Begin to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships.</li> <li>• Continue to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships.</li> <li>• Continue to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain constructive and respectful relationships.</li> <li>• Express their feelings with confidence and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain constructive and respectful relationships.</li> <li>• Express their feelings with confidence and consider the feelings of others.</li> </ul>
Form positive attachments to adults and friendships with peers.	<ul style="list-style-type: none"> <li>• Begin to build constructive and respectful relationships.</li> <li>• Begin to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build constructive and respectful relationships.</li> <li>• Begin to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships.</li> <li>• Continue to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships.</li> <li>• Continue to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain constructive and respectful relationships.</li> <li>• Express their feelings with confidence and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain constructive and respectful relationships.</li> <li>• Express their feelings with confidence and consider the feelings of others.</li> </ul>
Show sensitivity to their own and to others' needs.	<ul style="list-style-type: none"> <li>• Begin to build constructive and respectful relationships.</li> <li>• Begin to express their feelings and consider the feelings of others.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build constructive and respectful relationships.</li> <li>• Begin to express their feelings and consider the feelings of others.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships.</li> <li>• Continue to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build constructive and respectful relationships.</li> <li>• Continue to express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain constructive and respectful relationships.</li> <li>• Express their feelings with confidence and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain constructive and respectful relationships.</li> <li>• Express their feelings with confidence and consider the feelings of others.</li> </ul>

**Physical Development**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Context	Multi-skills and Throwing, catching and movements	Dance and Storytelling Dance	Gymnastics and Games activities	Racket and Catching skills and Gymnastics	Striking and fielding skills and games resources	Athletics and Sports Day Practise
<b>Gross Motor Skills</b>						
<b>Key vocabulary:</b>	Warm up, underarm throw, target, roll, kick,	Warm up, levels - tall and small, fast and slow, timing	Warm up, balance, roll, jump, apparatus, gymnastics mats	Warm up, tennis racket, target, balance, roll, jump, apparatus, gymnastics mats	Warm up, underarm throw, cricket bat, wickets	Warm up, races, relay, sprint, lanes
Negotiate space and obstacles safely, with consideration for themselves and others.	<ul style="list-style-type: none"> <li>• Begin to safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>

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Demonstrate strength, balance and coordination when playing.	<ul style="list-style-type: none"> <li>Begin to use a range of large and small apparatus indoors and outside, alone and in a group, safely.</li> <li>Begin to develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a range of large and small apparatus indoors and outside, alone and in a group, safely.</li> <li>Begin to develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of large and small apparatus indoors and outside, alone and in a group, safely.</li> <li>Continue to develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of large and small apparatus indoors and outside, alone and in a group, safely.</li> <li>Continue to develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>Begin to 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.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>Begin to progress towards a more fluent style of moving, with developing control and grace.</li> <li>Begin to 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.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>Continue to 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.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>Continue to 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.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including:                             <ul style="list-style-type: none"> <li>- throwing, catching, kicking, passing, batting, and aiming.</li> </ul> </li> <li>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.</li> </ul>
<b>Fine Motor Skills</b>						
Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases.	<ul style="list-style-type: none"> <li>Begin to develop their small motor skills so that they can use a range of tools. Suggested tools: pencils for drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop their small motor skills so that they can use a range of tools. Suggested tools: pencils for drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently and safely. Suggested tools: pencils for drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently and safely. Suggested tools: pencils for drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
Use a range of small tools, including scissors, paintbrushes and cutlery.	<ul style="list-style-type: none"> <li>Begin to develop their small motor skills so that they can use a range of tools, through cutting, writing, drawing, painting. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop their small motor skills so that they can use a range of tools, through cutting, writing, drawing, painting collage and threading. Suggested tools: paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their small motor skills so that they can use a range of tools competently and safely, through cutting, writing, drawing, painting, collage and threading. Suggested tools: paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently and safely, through cutting, writing, drawing, painting collage and threading. Suggested tools: paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently, through cutting, writing, drawing, painting collage and threading. Suggested tools: paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently, through cutting, writing, drawing, painting collage and threading. Suggested tools: paintbrushes, scissors, knives, forks and spoons.</li> </ul>
Begin to show accuracy and care when drawing.	Begin to give meaning to the shapes and objects they draw.	Begin to give meaning to the shapes and objects they draw.	Draw shapes and objects with increasing accuracy.	Draw shapes and objects with increasing accuracy.	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of drawing with developing control.</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of drawing, with developing control.</li> </ul>

PROGRESSION OF SKILLS

Literacy						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension</b>						
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Continue to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Continue to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate, with confidence, an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate, with confidence, an 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.	Begin to anticipate (where appropriate) key events in stories – verbally.	Begin to anticipate (where appropriate) key events in stories – verbally.	Anticipate (where appropriate) key events in stories – verbally and in writing.	Anticipate (where appropriate) key events in stories – verbally and in writing.	Anticipate, with more confidence, (where appropriate) key events in stories – verbally and in writing.	Anticipate, with more confidence (where appropriate) key events in stories – verbally and in writing.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Continue to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Continue to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play, with confidence.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play, with confidence.
<b>Word Reading</b>						
Say a sound for each letter in the alphabet and at least 10 digraphs.	<ul style="list-style-type: none"> <li>Begin to read individual letters by saying the sounds for them (s – j)</li> <li>Begin to read some letter groups that each represent one sound and say sounds for them (ai)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to read individual letters by saying the sounds for them</li> <li>(z, w, v, y, x,)</li> <li>Begin to read some letter groups that each represent one sound and say sounds for them. (oa, ie, ee, or, ng, oo, ch, sh, th, qu, ou, oi, ue, er, ar)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to read individual letters by saying the sounds for them.</li> <li>Continue to read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to read individual letters by saying the sounds for them.</li> <li>Continue to read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them with confidence.</li> <li>Read some letter groups that each represent one sound and say sounds for them, with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them with confidence.</li> <li>Read some letter groups that each represent one sound and say sounds for them, with confidence.</li> </ul>
Read words consistent with their phonic knowledge by sound-blending.	<ul style="list-style-type: none"> <li>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Begin to read a few common exception words matched to the school’s phonic programme (I, the, he, she, we, be, me, was, to, do, are, all).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Continue to read a few common exception words matched to the school’s phonic programme (you, your, come, some, Said, here, there, they, go, no, so, my, one, by, only, old).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Continue to read a few common exception words matched to the school’s phonic programme (like, have, live, give, little, down, what, when, why, where, who, which).</li> </ul>	<ul style="list-style-type: none"> <li>Blend sounds with increasing confidence, into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read a few common exception words matched to the school’s phonic programme (any, many, more, before, other, were, because, want, saw, put, could, should, would, right, two, four), with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Blend sounds with increasing confidence, into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read a few common exception words matched to the school’s phonic programme (goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father).</li> </ul>
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			<ul style="list-style-type: none"> <li>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>

PROGRESSION OF SKILLS

			exception words. • Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<b>Writing</b>						
Write recognisable letters, most of which are correctly formed.	• Begin to form lower-case letters taught in phonics.	• Begin to form lower-case letters taught in phonics.	• Begin to form lower-case and some capital letters correctly.	• Begin to form lower-case and some capital letters correctly.	• Form lower-case and most capital letters correctly.	• Form lower-case and capital letters correctly.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	• Begin to spell CVC words (using letters taught in phonics) by identifying the sounds and then writing the sound with letter/s.	• Begin to spell CVC words (using letters taught in phonics) by identifying the sounds and then writing the sound with letter/s.	• Continue to spell words by identifying the sounds and then writing the sound with letter/s.	• Continue to spell words by identifying the sounds and then writing the sound with letter/s.	• Spell words by identifying the sounds and then writing the sound with letter/s, with increasing confidence and independence.	• Spell words by identifying the sounds and then writing the sound with letter/s, with increasing confidence and independence.
Write simple phrases and sentences that can be read by others.		• Begin to write short, simple sentences with words containing known letter-sound correspondences.	• Begin to write short sentences with words containing known letter-sound correspondences beginning to use a full stop.	• Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop.	• Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop. • Begin to re-read what they have written to check that it makes sense.	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

**Mathematics**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>						
Have a deep understanding of number to 10, including the composition of each number.	Count a variety of objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value, using resources such as numicon, cubes etc.		Begin to understand the composition of teen numbers and how they are formed. Count objects up to 20.		Begin to count objects beyond 20.	
Subitise (recognise quantities without counting up to 5.	Subitise number to 5 and 10, using a range of resources.		Subitise (using numicon, tens frames) numbers up to 20.		Subitise numbers to 20, with increasing confidence.	
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.	Begin to learn number bonds to 5 using practical resources to support their understanding.		Begin to recall some number bonds to 5 and some to 10, using resources.		Automatically recall number bonds for numbers 0 – 5 and some to 10.	
<b>Numerical patterns</b>						
Verbally count beyond 20, recognising the pattern of the counting system.	Begin to count up to twenty.		• Continue to count up to twenty and begin to count beyond twenty.		• Count up to and beyond twenty.	
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.	• Begin to compare numbers up to ten using a variety of resources. • Begin to understand the 'one more than/one less than' relationship between consecutive numbers.		• Compare numbers up to ten and begin to compare numbers up to twenty. • Continue to understand the 'one more than/one less than' relationship between consecutive numbers.		• Compare numbers up to twenty with increasing confidence. • Understand the 'one more than/one less than' relationship between consecutive numbers.	



PROGRESSION OF SKILLS

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Begin to explore even and odd numbers. Begin to learn doubles facts up to ten, using resources and images.	Further explore even and odd numbers. Continue to learn doubles facts, using resources and images. Begin to explore how quantities can be distributed equally using practical equipment.	Further explore even and odd numbers. Continue to learn doubles facts, using resources and images. Explore how quantities can be distributed equally, using practical equipment and images.
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## Understanding the World

Context	All about me – where do I live, my family, my house, my school, how have I changed since I was a baby? Human life cycle.	Colourful celebrations - Diwali, Hanukkah, Christmas – old and new toys	Colourful celebrations - New Year celebrations (including Chinese New Year) Valentine’s Day	Amazing Animal Adventures – British wildlife, animal habitats, butterfly, bird, plant life cycles.	People who help us – investigating the jobs of people who help us (including, police, fire, vet, crossing patrol, nurse, dentist) Importance of healthy diet and lifestyle and oral hygiene.	Heavenly holidays – comparing holiday destinations, climate etc.
	<b>Autumn 1</b>	<b>Autumn2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Past and Present</b>						
<b>Key Vocabulary:</b>	Past, then, now, old, new, change	Past, then, now, old, new, change.			Doctor, Nurse, Vet, Police Officer, Fire-Fighter, Caring, Emergency Service	Past, then, now, old, new, change.
Talk about the lives of the people around them and their roles in society.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.				Talk about members of the community who help us (e.g. nurse, dentist, police, fire, vet)	
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talk about how they have changed since they were a baby (using photographs of themselves then and now).	Compare old and new toys.				Compare holidays now and in the past using photographs, videos etc.
Understand the past through settings, characters and events encountered in books read in class and storytelling.		Compare old and new toys (through stories, images and toys).			Compare and contrast figures from stories including figures from the past – e.g. Florence Nightingale.	
<b>People, Culture and Communities</b>						
<b>Key Vocabulary:</b>	House, bungalow, street, road, school	Celebration, Christian, Christmas, Jesus, Joseph, Mary, Hindu, Diwali, Festival of Lights, Rama and Sita, Jewish, Hanukkah	Celebration, Chinese New Year, Valentine, Love	Celebration, Christian, Easter, Jesus, Disciples		Place, beach, mountain
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Explore the world around them (home, school).					Explore places children have visited during the holidays (e.g. Baggeridge/holiday destinations)
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.		<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community – Temple to celebrate Diwali, Synagogue – Hanukkah, Church – Christmas and celebrations in the home.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways – Diwali, Hanukkah, Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community – Chinese New Year.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways – Lent/Easter.</li> </ul>		

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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.		<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries – Compare England and India (animals, food and culture)</li> </ul> <p>Draw information from a simple map India – Diwali).</p>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries – Compare celebrations in England and China (food, beliefs and culture).</li> </ul>			Draw information from a simple map - identify holiday destinations on a simple map. Recognise some environments that are different from the one in which they live – e.g. different countries.
<b>The Natural World</b>						
<b>Key Vocabulary:</b>				Life cycle, egg, caterpillar, chrysalis, butterfly, seed, planting, soil, water, sunlight Seasons, spring, summer, autumn, winter		Holiday, transport, beach, mountain, city Weather, hot, cold, rain, sunshine Freezing, melting, floating, sinking
Explore the natural world around them, making observations and drawing pictures of animals and plants.				<ul style="list-style-type: none"> <li>Explore the natural world around them. Children to sketch animals (mammals) and plants and investigate their life cycles (bean plant, butterflies, bird)</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>		<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside – holiday destinations e.g. beach/mountain etc.</li> </ul>
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.						Recognise some environments that are different to the one in which they live – compare holiday destinations - home and abroad.
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				Understand the effect of the changing seasons on the natural world around them – link to Pip and Egg story.		Understand the effect of the changing seasons on the natural world around them through observations of school grounds from spring to summer. Understand changing states of matter – freezing and melting ice lollies.

**Expressive Arts and Design**

Context	Self and family portraits Painting	Collage linked to Diwali Christmas crafts	Colour mixing Kandinsky snails	Sketching – animal drawings (creating texture) Mothers’ Day crafts	Father’s Day crafts	Mixed media collages (holiday destinations)
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Creating with Materials</b>						
Safely use and explore a variety of materials, tools and techniques, experimenting with colour,	Begin to understand how to use a variety of tools and techniques.  Begin to experiment with colour, design, form and function.	Begin to understand how to use a variety of tools and techniques.  Begin to experiment with colour, design, form and function.	Understand how to use a variety of tools and techniques.	Understand how to use a variety of tools and techniques.	Show confidence when using a variety of tools and techniques.	Show confidence when using a variety of tools and techniques.

PROGRESSION OF SKILLS

design, texture, form and function.			Experiment with colour, design, form and function.	Experiment with colour, design, form and function.	Experiment with colour, design, form and function.	Experiment with colour, design, form and function.
Share their creations, explaining the process they have used.	Begin to talk about how they have made their creation.	Begin to talk about how they have made their creation.	Talk in greater detail about how they have made their creation.	Talk in greater detail about how they have made their creation.	Talk confidently about how they have made their creation.	Talk confidently about how they have made their creation.
Make use of props and materials when role playing characters in narratives and stories.	Begin to develop storylines in their pretend play (using props).	Begin to develop storylines in their pretend play (using props).	Continue to develop storylines in their pretend play (using props).	Continue to develop storylines in their pretend play (using props).	Develop storylines in their pretend play (using props).	Develop storylines in their pretend play (using props).
<b>Being Imaginative and Expressive</b>						
Invent, adapt and recount narratives and stories with peers and their teacher.	Begin to develop storylines in their pretend play (through small world, role play and stick puppets).	Begin to develop storylines in their pretend play (through small world, role play and stick puppets).	Continue to develop storylines in their pretend play (through small world, role play and stick puppets).	Continue to develop storylines in their pretend play (through small world, role play and stick puppets).	Develop storylines in their pretend play (through small world, role play and stick puppets).	Develop storylines in their pretend play (through small world, role play and stick puppets).
Sing a range of well-known nursery rhymes and songs.	Begin to listen, move to and talk about music, linked to the topic 'All about me', expressing their feelings and responses.  Begin to sing in a group or on their own, attempt to match the pitch and follow the melody.	Begin to listen, move to and talk about music, linked to the topic, 'Colourful celebrations', expressing their feelings and responses.  Begin to sing in a group or on their own, attempt to match the pitch and follow the melody.	Begin to listen attentively, move to and talk about music, linked to the topic, 'Colourful celebrations', expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.	Begin to listen attentively, move to and talk about music, linked to the topic 'Amazing Animal Adventures', expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, linked to the topic 'People Who Help Us' expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, linked to the topic 'Heavenly Holidays', expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Begin to explore and engage in music making, using untuned percussion instruments and performing in groups.	Begin to explore and engage in music making, using untuned percussion instruments and performing in groups.	Explore and engage in music making, using untuned percussion instruments and performing in groups.	Explore and engage in music making, using untuned percussion instruments and performing in groups.	Explore and engage in music making, using untuned percussion instruments and performing in groups, with confidence and enjoyment.	Explore and engage in music making, using untuned percussion instruments and performing in groups, with confidence and enjoyment.