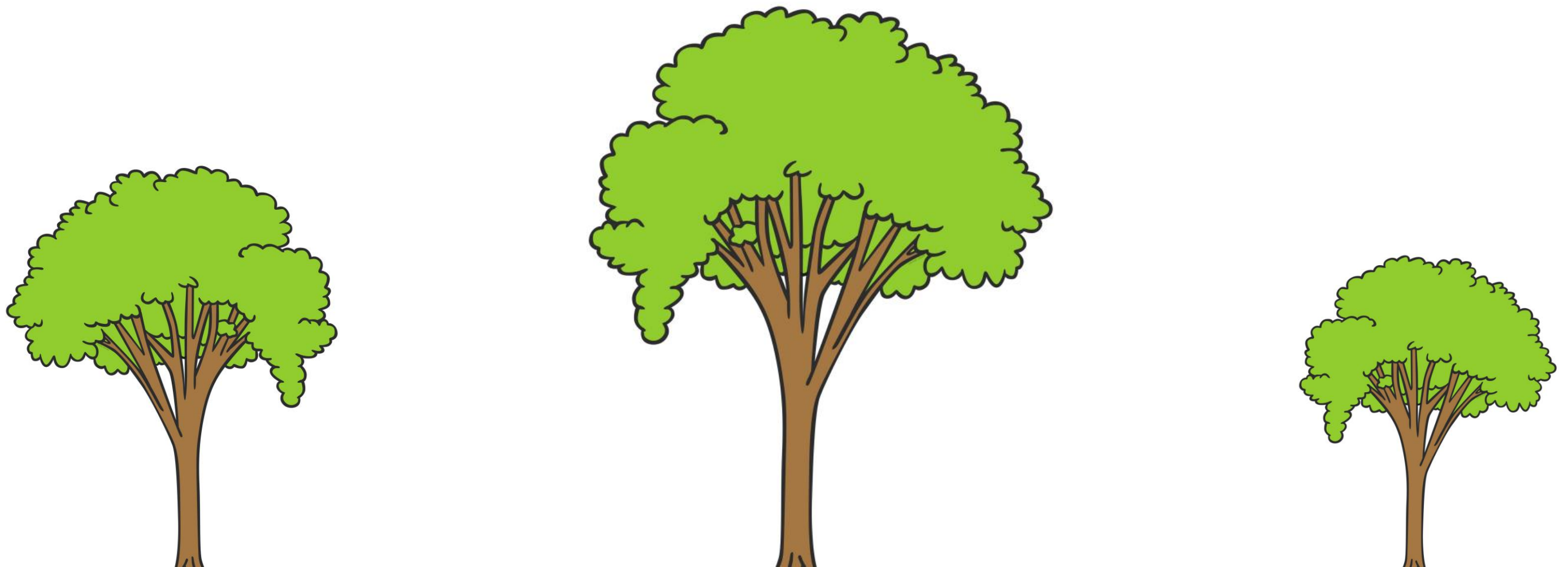


Early Years Progression Overview



Introduction

Below are our, implement and impact statements and an overview of topics and big questions we cover during your child's time in early years.

Intent statement

We strive to deliver an engaging, broad and balanced curriculum that is rooted in a language rich approach. With the intention to equip the children with the relevant knowledge and skills to flourish in all areas of learning and grow to become curious, resilient and successful learners.

Implement statement

Our curriculum is designed and delivered through both child choice and teacher led activities and challenges. Our two cycle timetable in both classes allow sufficient time for all areas of learning to be taught in depth to the children, whilst providing opportunities for this knowledge and skills to be applied and further developed through the continuous provision.

Alongside our teacher lead and continuous provision activities and challenges, the list below also shows how we offer a range of interventions targeted at specific children to offer a more individual approach to learning; in order for every to make the progress which reflects their true capabilities.

- Regular interventions for children who are not at age related expectations in all areas of learning. Both 1:1 and small group sessions.
- Phonics and maths activities are sent home to further support the children; along with a specific phonics book and sharing story.
- A 'project' based activity will be sent home to allow the children to showcase their interests and skills in all areas of learning.
- 'Time to talk' interventions for children who are identified as requiring immediate speech and language support.
- Access to the comfy corner/ sensory space for small group social and sensory stories.
- Lego/ building therapy sessions.

Impact statement

As our children move through our early years department and into year one and beyond we aim for them to be confident, well rounded individuals who have made excellent progress. What's more through the strong relationships, rooted in mutual respect and trust, they will enjoy coming and sharing their future successes both in and out of school with us.

Big questions

Each half term, or term depending on the unit of work, there is a big question that the children will work on with our early years staff to discover the answer to. Through this discovery a specific set of knowledge and skills will be taught and developed. These questions also provide the children with clear progression to allow them to further embed the knowledge taught and to allow the children opportunities to apply the skills acquired in a range of different contexts. Thus creating a strong cognitive links and foundations as they move through school.

Early Learning Goals (ELGs)

At the end of reception class each child will be assessed against all 17 ELGs which will help form their Early Years Foundation Stage Profile. These goals are not directly linked to national curriculum subjects so some aspects of the ELGs can be found in more than one box throughout the document, due to the transferable knowledge and skills taught. When assessing the child against these this will be done on a best fit approach across all the areas of learning.

Communication and language

Communication and language is not explicitly shown in the table below; this is because this area of learning underpins everything we do in our early years department and is deeply embedded into every teacher led activity or provision on offer. The ELGs for this area of learning are the following:

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.

Characteristics of effective teaching and learning

When planning and delivering our curriculum, we value that all children are unique therefore learn and progress at different rates. Something that is embedded within all of our planning and curriculum design are the characteristics of effective teaching and learning, that can be found below:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for EYFS



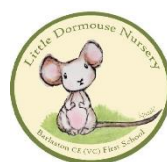
		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)	
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey		
Literacy (English)	Comprehension	Nursery	<p>Children will be assessed through start of year 'baseline assessment'</p>	<p>To understand that print has meaning.</p> <p>To begin to answer simple questions about stories that have been read to them.</p>	<p>To answer simple questions about stories.</p> <p>To begin to answer simple questions about books.</p> <p>To begin to use vocabulary such as start, middle and end.</p>	<p>To understand the names of different parts of a story.</p> <p>To answer simple questions about books.</p> <p>To engage in a short discussion about stories.</p> <p>To use vocabulary specific for sequencing stories (start, middle and end) accurately</p>	<p>To understand how to handle a book.</p> <p>To be able to name the different parts of a book.</p> <p>To understand we read left to right, top to bottom.</p> <p>To engage in discussion about stories and books.</p> <p>To sequence a story (3 parts)</p>	<p>To understand page sequencing.</p> <p>To use vocabulary heard in stories in their spoken language.</p> <p>To accurately use specific vocabulary in a range of different sentences.</p> <p>To sequence a story (3 parts) and use start middle and end when outlining the sequence.</p>	<p><i>Comprehension</i></p> <ul style="list-style-type: none"> • 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.
		Reception	<p>Children will be assessed through start of year 'baseline assessment'</p> <p>To recap all knowledge and skills taught in previous year.</p>	<p>To be able to sequence key events of a story (up to 5 parts). Using key vocabulary (first, next, last)</p> <p>To use recently introduced vocabulary during child choice learning.</p>	<p>To be able to sequence key events and begin to explain the key events using a range of key vocabulary/ phases (Once upon a time, suddenly, and that was the end of...)</p> <p>To be able to use introduced vocabulary during child choice learning.</p>	<p>To be able to sequence key events and begin to explain the key events using a range of key vocabulary/ phases and vocabulary from the story.</p> <p>To be able to use recently introduced vocabulary accurately during child choice learning.</p> <p>To be able to discuss their favourite book or story.</p>	<p>To be able to anticipate key events in the story.</p> <p>To be able to use introduced vocabulary accurately during child choice learning.</p> <p>To be able to use recently introduced vocabulary in different contexts.</p> <p>To be able to discuss a book or story.</p>	<p>To be able to anticipate and justify key events in the story.</p> <p>To be able to use recently introduced vocabulary accurately in different contexts.</p> <p>To be able to have an extended discussion about stories</p> <p>To be able to discuss their favourite book or story and offer explanation as to why it is.</p>	



		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Literacy (English)	Word reading PA – phonemic awareness OB –oral blending	Nursery	Children will be assessed through start of year 'baseline assessment'	PA: To be able to blend CVC words using oral blending and objects. OB: Teach children to hear the same initial sound for words and names of objects. To be able to find their name using their picture.	PA: To be able to identify initial sounds of words and names of objects. PA: To be able to distinguish different sounds. OB: To be able to blend a wider range of CVC words using oral blending. To be able to recognise the initial sound of their name.	PA: To be able to identify initial sounds of words and names of objects. PA: To be able to articulate sounds correctly – including playing with voice sounds. OB: To be able to blend a wider range of words using oral blending. To be able to recognise the capital letter that starts their name.	PA: To be able to identify initial sounds of words and objects. OB: To be able to blend a wider range of words using oral blending. To be able to match their name to their picture.	<i>Word reading</i> • 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.
			Reception	To be able to show GPCs for phase 2 graphemes and tricky words.	To be able to show GPCs (including digraphs) for phase 2 graphemes and tricky words. To begin to read simple phrases. To begin to read simple sentences	To be able to show GPCs (including digraphs) for phase 3 graphemes and tricky words. To read phrases. To read simple sentences containing phase 2 sounds.	To be able to show GPCs (including digraphs) for phase 2 graphemes. To be able to read words containing two or more digraphs. To read longer words (simple plurals) To begin to read simple sentences containing phase 3 sounds.	



		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Literacy (English)	Writing	Nursery	<p>To continue to develop their mark making adding more marks to their drawings.</p> <p>To be able to copy letter patterns I and – o</p>	<p>To continue to develop their mark making adding more marks to their drawings more frequently</p> <p>To be able to copy letter patterns n and u</p> <p>To trace the letters some letters in their name.</p>	<p>Always puts meanings to the marks they make</p> <p>To trace all letters in their name.</p>	<p>Always puts meanings to the marks they make with increased accuracy.</p> <p>To be able to copy their name</p>	<p>Put meanings to the marks they make, some objects/ words identifiable or copied accurately.</p> <p>To independently be able to accurately copy their name.</p>	<p>Put meanings to the marks they make, with an increasing number of objects/ words identifiable or copied accurately.</p> <p>To be able to write their name independently.</p>
		Reception	<p>To begin to write letters that are correctly formed.</p> <p>To being to write simple CVC words</p>	<p>To write letters most of which are correctly formed.</p> <p>To being to write simple CVC words</p> <p>To write simple captions.</p> <p>Explore writing in different styles, e.g list, wanted poster etc.</p>	<p>To accurately write CVC words</p> <p>To begin to write some tricky words correctly.</p> <p>To write extended captions with increasing accuracy.</p> <p>To begin to write compound words.</p> <p>To begin to write a simple sentence.</p> <p>Begin to discuss writing in different styles, e.g list, wanted poster etc.</p>	<p>To write some tricky words correctly.</p> <p>To write extended captions independently.</p> <p>To write a simple sentence, sometimes using a capital letter and a full stop.</p> <p>Begin to re-read what they have written.</p> <p>To continue to develop writing compound words.</p> <p>To begin to form capital letters correctly.</p> <p>Begin to write in different styles.</p>	<p>To write a simple sentence, sometimes using a capital letter and a full stop more frequently.</p> <p>Begin to re –read work what they have written and make changes where needed.</p> <p>To write an increasing number of tricky words correctly.</p> <p>To continue to develop writing compound words.</p> <p>To form capital letters correctly.</p> <p>To be able to write in different styles.</p>	<p>To write a simple sentence using a capital letter and full stop consistently.</p> <p>To begin to extend sentences by using simple connectives such as and but until.</p> <p>Re –read work what they have written and make changes where needed.</p> <p>To use a capital letter accurately e.g start of sentence and in their name.</p> <p>To be able to select the best style of writing for a particular purpose.</p>



			Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
			Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Maths (Maths)	<p>Number and Numerical patterns</p> <p>Each term, the children will cover all previous learning plus...</p>	Nursery	Baseline assessments completed.	To be able to orally count to 5 accurately and consistently.	To be able to orally count to 10 accurately.	To be able to orally count to 10 accurately and consistently.	To be able to orally count beyond 10 accurately.	To be able to orally count beyond 10 accurately and consistently.	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> • 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.
			To be able to orally count to 5 accurately.	To be able to identify and represent the number 2 and 3.	To be able to identify and represent the number 4.	To be able to identify and represent the number 5.	To be able to identify and represent the number 6.	Consolidation of all knowledge and skills taught over the year.	
			Begin to look at more or less using concrete objects.	Begin to explore patterns.	To begin to understand the concept of subitising.	To subitise numbers to 4.	To subitise numbers to 6.	Subitise numbers quickly and independently.	
			Begin to explore the concept of size	Begin to explore positional language such as on top of, next to.	To explore the concept of weight and order based on weight (up to 2 objects).	To explore shapes with 4 sides.	To explore the concept of capacity and describe objects using full and empty.	To explore the composition of numbers to 5.	
			To be able to identify and represent the number 1. To explore the concept of size and order objects based on height (up to 2 objects).	Begin to explore the concept of time. (Day and night)	To explore circles and triangles.	To understand the concept of time and discuss activities that take place during times of the day.	To explore the composition of numbers to 3.	To use the vocabulary night and day during child choice learning accurately.	



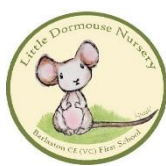
		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)	
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey		
	<p>Number and Numerical patterns</p> <p>Each term, the children will cover all previous learning plus...</p>	<p>Reception</p>	<p>Baseline assessments completed.</p> <p>Revisit numbers to 6</p> <p>To further explore positional language using vocabulary such as under, behind.</p> <p>To explore a range of 2D shapes and describe their properties.</p> <p>To accurately compare quantities up to 6 using more than fewer than</p> <p>To explore the concept of height and order objects based on height (up to 4 objects).</p> <p>To explore the concept of length and order objects based on length (up to 4 objects).</p>	<p>To be able to orally count to 20 accurately.</p> <p>To be able to identify and represent the number 0.</p> <p>To begin to complete simple additions using concrete objects.</p> <p>To begin to complete simple subtractions using concrete objects.</p> <p>To explore a range of 3D shapes and describe their properties.</p> <p>To further explore a range of patterns.</p> <p>To further explore the concept of time using vocabulary such as morning and afternoon.</p>	<p>To be able to orally count to 20 accurately and consistently.</p> <p>To be able to identify and represent the numbers 7-10.</p> <p>To complete simple additions using concrete objects and pictorial representations.</p> <p>To begin to complete simple subtractions using concrete objects and pictorial representations.</p> <p>To further explore the concept of weight and order based on weight (up to 4 objects).</p>	<p>To be able to orally count beyond 20 accurately.</p> <p>To begin to have an understanding of spatial awareness</p> <p>To explore the concept of capacity and describe objects using full and empty, nearly full, half full, nearly empty.</p> <p>To be able to recall number bonds to 5</p> <p>To be able to recall some number bonds to 10.</p> <p>To further develop concept of time using vocab such as days of the week.</p>	<p>To be able to orally count beyond 20 accurately and consistently.</p> <p>To explore the concept of doubling</p> <p>To explore the concept of halving/sharing.</p> <p>To explore odd and even numbers.</p> <p>Begin to explore the concept of sharing (division)</p> <p>Begin to explore spatial reasoning</p>	<p>Consolidation of all knowledge and skills taught over the year.</p> <p>Begin to explore spatial mapping.</p>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> • 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.



		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Understanding the World (Science)	In nursery we will discover together the answer to the questions...	What makes me unique? (Face and senses)	What happens to the trees in autumn?	What materials can I use to build things? Why do we have snow in winter?	What makes animals special? How do I care for animals?	What do plants need to grow? What happens when a plant grows?	See Expressive Arts and Design (STEM)	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Talk about the lives of the people around them and their roles in society. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	What makes my body unique? (Whole body – external)	What happens to snow when the sun comes out?	What material is best for building a castle?	What are the different types of animals?	What are the names of the parts of a sunflower? (name and label) What is the Life Cycle of a Frog?	See Expressive Arts and Design (STEM)	



		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Personal, Social and Emotional Development (PHSE)	In nursery we will discover together the answer to the questions...	<p><i>My feelings:</i> What are the different types of feelings? How can I express my feelings?</p>		<p><i>Special relationships:</i> Who is special in my life? What is different about me and my friends? What is the same about me and my friends?</p>		<p><i>Taking on challenges</i> Why is it important to listen to grown-ups? Why is it important to never give up?</p>		<ul style="list-style-type: none"> • 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. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	<p><i>Listening and following instructions:</i> What is it important to follow the rules? Why is it important to listen to everyone?</p>		<p><i>My family and friends:</i> What make a good friend? Why is friendship important? How do we celebrate friendships?</p>		<p><i>My wellbeing:</i> Why is it important to look after ourselves? How can we look after ourselves? How can we look after our mental health (our mind)?</p>		
Understanding the World (RE)	In nursery we will discover together the answer to the questions...	School value: Family		School value: Friendship		School value: Faith		<ul style="list-style-type: none"> • 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. • 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.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	Who is Freddie Fisher and Puddles?	Who was born at Christmas time?	What happens in the story of the good Samaritan?	Which important person died at Easter?	What happens in the story of Noah's ark	<p>Why do we light the three candle? Who do the three candles represent?</p>	
		School value: Family		School value: Friendship		School value: Faith		
		Who is God?	Why do Christians perform a nativity at Christmas?	Why is the story of the good Samaritan important?	<p>What are the key events of the Ester story? Why is the cross important to Christians?</p>	Why is the story of Noah's ark important?	Why is the word God so important to Christians?	



		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Expressive Arts and Design (Art)	In nursery we will discover together the answer to the questions...	<i>Seasonal craft: Autumn</i> How do I create a leaf wreath?	<i>Seasonal craft: Winter</i> Can I create a snowflake?	<i>Seasonal craft: Spring</i> What do I need to do to create a sun catcher?	<i>Seasonal craft: Spring</i> What piece of spring artwork can I create?	<i>Drawing: marvellous marks</i> What different things can I use to create a piece of art?		<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Begin to show accuracy and care when drawing. • Use a range of small tools, including scissors, paintbrushes and cutlery
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	<i>Painting and mixed media: paint my world:</i> How can I use paint to show the world around me?		<i>Sculpture and 3D: Creation station</i> What can I use to create a 3D piece of art?		<i>Craft and design: Let's get crafty</i> Can I create my own art project?		
Expressive Arts and Design (STEM)	In nursery we will discover together the answer to the questions...	<i>Awesome autumn</i> How do I make an autumn crown?		<i>Winter Warmers</i> How do I build an igloo? What does an igloo need?		<i>Boats ahoy</i> How do you make a good boat? What makes a good boat?		<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Begin to show accuracy and care when drawing. • 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. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	<i>Busy bodies</i> See UTW (Science)		<i>Spring time</i> Can you design a scarecrow? What are the features of a scarecrow?		<i>Super space</i> Can I design and build a rocket to go to space? How do you program a rocket?		
Understanding the world (Geography)	In nursery we will discover together the answer to the questions...	What places are special to me?	Who lives with me?	What makes places different?	What will I pack in my suitcase?	Why do we use a map?	Can I find a place in school?	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	Where do I live?	What country do I live in?	Are Barlaston and the Bahamas the same?	Can I name the different types of environments?	What are the different types of maps?	Can I use a map to find the canal?	

								countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
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		Autumn term		Spring term		Summer term		Early Learning Goals (ELGs)
		Ourselves	Families	Once upon a time	Roar, cluck, squeak	What a wonderful world	We're off on a journey	
Understanding the World (History)	In nursery we will discover together the answer to the questions...	How I have changed since I was a baby?	Who are the important people in my family?	Who is the current King or Queen?	Who is David Attenborough?	Who is Yvonne Pope Sintes?	Who is Captain Tom Moore and what did he do?	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	How has my family changed over time?	Why is everyone in my family important?	Why is the King important to us?	How is David Attenborough significant? How does his work help to save animals?	How has air travel changed over time?	Why is Captain Sir Tom Moore significant?	
Physical Development (PE)	In nursery we will discover together the answer to the questions...	Children will develop their physical development through the provision available.		Children will develop their physical development through the provision available.		<i>DEMS:</i> What are the different ways my body can move?		<ul style="list-style-type: none"> • 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.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	<i>Advanced DEMS:</i> Why is exercise important? Why do we do a warm up? Why is control important in our PE lessons?		<i>Gymnastics</i> What different types of travelling are there? What different types of jumps are there? What different types of balances are there?		<i>Parachute games/ team activities:</i> How do I move around the parachute safely? What is a team?		
Expressive Arts and Design (Music)	In nursery we will discover together the answer to the questions...	<i>Celebration music:</i> Can I listen to music from a different culture?	<i>Nativity performance:</i> Can I sing and dance to a song for our nativity?	<i>Exploring sounds:</i> What different ways are there of making sounds?		<i>Music and movement:</i> Can I make actions for a song? Can I move to a beat?		<ul style="list-style-type: none"> • 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.
	In reception we will build on our knowledge and skills from the previous year to discover the answer to the questions...	<i>Celebration music:</i> Can I listen to music from a range of different cultures?	<i>Nativity performance:</i> Can I sing and dance to a range songs for our nativity?	<i>Musical stories:</i> Can I use different instruments to represent characters? Can I listen to and move to different types of music?		<i>Big band:</i> What are the different types of instruments? Can I follow a beat with an instrument?		