

FS2 Long Term Plan 2023/24

Autumn	Spring	Summer
<p>Learn About ... Starting School All about me and My family Autumn and who lives in the woods? People who help us in the community. What I want to be when I grow up. Christmas celebrations and toys.</p> <p>Festivals & Celebrations – Diwali, Harvest Halloween, Bonfire Night, Autumn & Christmas</p> <p>Experiences: Stay and play dates, Walk in our woods, Anti-Bullying Week, Road Safety Week, Making bird feeders, firefighter/police/ nurse visit. Nativity. Posting letters to Santa.</p>	<p>Learn About ... Polar Regions and other countries including Africa. Pancake day Chinese New Year Easter Growing – Superheroes that live and grow in the garden</p> <p>Festivals and Celebrations – Chinese New Year, Easter, Mother’s Day, Shrove Tuesday, Eid al Fitr,</p> <p>Experiences: Chinese New Year and food tasting, Making pancakes, Walk in the Local area, Grow potatoes and vegetable patch, Make soup, World Book Day Trip to the butterfly house</p>	<p>Learn About ... At the farm Space – Night and day, planet names Seaside – Who lives in the ocean. Seaside pollution. Pirates</p> <p>Festivals and Celebrations – Father’s Day, Spring Watch and changes, Local Summer Fayre, Eid al Adha</p> <p>Experiences: Trip to Cannon Hall Farm, Trip to the beach, Healthy Eating Week (including oral hygiene), Growing Caterpillars, Sports Day, Science Week, Pirate party</p>
<p>Focus Books: Topsy and Tim Start School, Only one me, Marvellous Me, My Family Percy the Park keeper, The Gruffalo, Stickman, Owl Babies, I love Autumn My Mom is a Firefighter, Police Officers (NF), Cops and Robbers, Burglar Bill, Firefighter (NF), The Jolly Christmas Postman, The First Nativity, Letter to Santa, The old Toy Room (ebook)</p> <p>Storytime Books: The Owl who was afraid of the Dark, The Wild Woods, Peace at Last, Piece of Cake, We are all different, Once there were Giants</p> <p>Plus Books from WPT EYFS booklist</p>	<p>Focus Books: Life in the Arctic Circle (NF), One Snowy Night, Lost and Found, Penguin Small, Handas Surprise, Superworm, Supertato, Oliver’s Vegetables, The Enormous Turnip,</p> <p>Storytime Books: Last stop on Market Street, The Bad Seed, The Good Egg, The Cool Bean, Planting a Rainbow, The Tiny Seed, My mum is Supermum,</p> <p>Plus Books from WPT EYFS booklist</p>	<p>Focus Books: Look inside a farm (NF), What the Ladybird Heard, Aliens Love Underpants, Night and Day (NF), Tom and Lucy go to the Seaside , Someone Swallowed Stanley, Rainbow Fish, Pirates!, Pirates Love Underpants,</p> <p>Storytime Books: Why Chickens lay eggs, Peas, Right this very minute, Sally and the Limpet, Seaside Poems, Mister Seahorse, Billy’s Bucket</p> <p>Plus Books from WPT EYFS booklist</p>

Parental Engagement: Parent stay and play session 2 per half term Supporting your child with phonics workshop My first day at school photo/ dojo Nativity Weekly posting on Dojo about learning we have done each week – tasks set for children.	Parental Engagement: Parent stay and play session 2 per half term Chinese New Year Celebrations, Planting Bulbs and Vegetables. Phonics updates workshop. Counting workshop Easter Bonnet Parade World Book Day event Weekly posting on Dojo about learning we have done each week – tasks set for children.	Parental Engagement: Parent stay and play session 2 per half term. Celebrating our year slideshow for families Weekly posting on Dojo about learning we have done each week – tasks set for children.
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Outdoors: Sharing a space, Woodland bird feeders, Digging for Autumn, Woodland café menus, Pumpkin sculptures, Building police cars/ buses/ fire trucks, Transient art in our woods, Autumn Hunt, Changes in seasons/ weather	Outdoors: Playing and learning in the Seasons (frosty art/ snow sculpting) Changes in the woods, Growing vegetables, Building a castle, following a map, den building, Signs of Spring walk	Outdoors: Parachute games, running races, summer games on the big grass, building sun shelters, changes in the woods, making maps, building pirate ships, Weaving with grasses and flowers, water art, changes in Seasons
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Area of Learning - **ELG Link** - Links to National Curriculum

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED (Self-Regulation, Managing Self, Building Relationships) (PSHE)	Making new friends Being Me in My World (Jigsaw)	Celebrating Differences (Jigsaw) Road Safety	Dreams and Goals (Jigsaw)	Healthy Me (Jigsaw) Online Safety	Relationships (Jigsaw)	Changing Me (Jigsaw)
Physical Development (Gross Motor Skills) (PE)	Jumping and Landing and moving safely	Bodies for Action	Travelling in Different Ways	Being Healthy	Ball skills	Athletics skills

Physical Development (Fine Motor Skills) (Literacy/Art)	Mark Making using a variety of tools and equipment. Focus on pencil grip and funky fingers activities. Flapper Dough Disco.	Using a range of small tools accurately Pencil Grip Focus – Tripod Grip Dough Disco	Showing accuracy and care when writing/drawing Fast, accurate and efficient handwriting
Communication & Language (Listening, Attention and Understanding) (Literacy)	Story times – Listening and Engaging How we listen carefully and why listening is important	Story times Listening to Rhymes	Story times – Joining in & Social Phrases Listen to Poems
Communication & Language (Speaking) (Literacy)	Focus on Vocabulary Talks about ideas/events Makes comments and conversations with others	Focus on Vocabulary Articulate Ideas Retelling stories Responds to questions	Focus on Vocabulary in different contexts Uses Connectives Talk in full sentences Learns Poems and Rhymes Ask questions

Literacy (Comprehension) (Literacy)	Answer simple questions on texts that have been read	Anticipate key events in stories Understand new vocabulary being used in stories	Retelling stories using narratives and key vocabulary
Literacy (Word Reading) (Literacy)	Read single letter sounds Reads some CVC words	Read words that includes digraphs Blend sounds into words to read Begin to read some common exception words Begin to read simple sentences/phrases	Read simple phrases and sentences Reads some common exception words. Re-read sentences for fluency
Literacy (Writing) (Literacy)	Write single letter sounds Writing initial sounds of words Mark Making Writing and giving meaning to marks Name Begin to write CVC words	Writing using phonics scheme Writing digraphs Beginning to write some common exception words	Writes some common exception words Attempts to use capital letter, finger spaces and full spots Write simple phrases or sentences
Maths (Number) (Mathematics)	Match and Sort, Compare Amounts, 0-5, Represent Numbers, Composition of numbers to 5, 1 more, 1 less.	6-10, Making Pairs, Combining Groups, Subitise, Comparing Numbers to 10, Number Bonds to 10, Addition, Takeaway.	11-20, Building Numbers, Counting Patterns Beyond 10, Doubling, Sharing and Grouping, Even & Odd, Patterns & Relationships with Numbers, Consolidation.
Maths (Numerical Pattern) (Mathematics)	Comparing size, mass & capacity, Exploring Pattern, 2D Shapes, Positional Language, Time.	Comparing Mass & Capacity, Length & Height, Time, 3D Shapes, Pattern.	Spatial Reasoning, Match, Rotate and Manipulate (Shapes), Compose & Decompose, 3D Shapes, Mapping, Consolidation.

Understanding the World – (Past & Present) (History)	Our family history People in our community and their roles in society Comparing Fire engines past and present. Comparing toys – past and present		History of Chinese New Year – origins of the Zodiac Years. History of the Easter Story.	Farming from the past. Space travel from the past Seaside's in the past and present	
Understanding the World – (People Culture and Communities) (Geography, RE)	Families Similarities and Differences in our community Black History Month Christmas Diwali		Inuit's Locating the polar regions and Africa on maps/globes How people in Africa live – comparing homes. Chinese New Year Easter	Eid Places we have visited World Map Differences in weather	
Understanding the World – (The Natural World) (Geography, Science)	Seasons – Autumn Woodland animals Nocturnal animals		Seasons – Winter/Spring Identifying Polar regions and Africa on a map Changes of States Growing	Seasons spring/summer Describe immediate and contrasting environments Farms Coast Local area Walk	

Expressive Arts & Design (Creating with Materials) (Art & Design, D&T, Literacy)	Uses a variety of mark making tools and materials Explores Kandinsky and Andy Goldsworthy		Experimenting with colour, textures and designs Explores Anna Rey and Piet Mondrian		Refine ideas and build on previous learning. Use artistic effects Designing, making and evaluating Explore Georgia O'Keefe and Henri Matisse	
Expressive Arts & Design (Being Imaginative and Expressive) (Literacy, Music)	Feel the Beat Perform sounds Sing a song	Recall songs Follow a lead Improve through repetition	Listen to and respond to different types of music Join in the beat	Tap out simple repeated rhythms Share and perform	Play simple tuned instruments (boom whackers) Improve performance	Make up own music and rhythms using tuned and untuned instruments Sing along

ICT (Computing)	What is technology? <ul style="list-style-type: none"> - Using an Ipad - Purpose of Technology - Using apps correctly - E-Safety 	How do we use technology? <ul style="list-style-type: none"> - Beebots - Computers - Google Maps – Ipad - E-Safety 	Different Technology <ul style="list-style-type: none"> - Ebooks - Instructions and Mapping - E-Safety
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Autumn	Spring	Summer
<p><u>Personal, Social, Emotional Development</u></p> <p>Self-Regulation Express their feelings. Identify own feelings. Shows some understanding of their own feelings. Begins to set simple goals. Starts to give focused attention to what the teacher says.</p> <p>Managing Self Sees themselves as an individual. Begins to manage own basic needs. Begins to try new activities. Listens to the rules. Begins to manage their own basic hygiene and personal needs.</p> <p>Building Relationships Begins to form relationships. Begins to form positive attachments to adults and friendship with peers.</p>	<p><u>Personal, Social, Emotional Development</u></p> <p>Self-Regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings emotionally. Shows some understanding of their own feelings and those of others. Set and work towards simple goals and being able to wait for what they want. Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>Managing Self Begins to see themselves as a valuable individual. Begins to show resilience and perseverance in the face of challenge. Manages some own basic needs. Be confident to try new activities and show independence. Explain the reasons for rules, know right from wrong. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Build constructive and respectful relationships. Begins to think about perspective of others. Form positive attachments to adults and friendship with peers. Work and play co-operatively. Begins to show sensitivity to their own and to others needs.</p>	<p><u>Personal, Social, Emotional Development</u></p> <p>Self-Regulation Identify and moderate their own feelings emotionally and socially. Shows an understanding of their own feelings and those of others, and begins to regulate their behavior accordingly. Set and work towards simple goals and 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 shows an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self See themselves as a valuable individual. Shows resilience and perseverance in the face of challenge. Manages own needs. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships Think about perspective of others. Work and play co-operatively and take turns with others. Shows sensitivity to their own and to others needs.</p>

<u>Communication & Language</u>	<u>Communication & Language</u>	<u>Communication & Language</u>
<p><u>Listening, Attention and Understanding</u> Understands how to listen carefully and why listening is important. Learns new vocabulary. Begins to engage in story time. Listen to stories. Listens to rhymes and songs. Engage in non-fiction books. Listens to non-fiction books. Begins to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions. Begins to make comments about what they have heard. Holds conversation when they are engaged.</p> <p><u>Speaking</u> Asks simple questions. Begins to articulate ideas. Describes events. Use talk to help work out problems and organize thinking and activities. Participate in small group, class and one-to-one discussions. Begins to express their ideas and feelings.</p>	<p><u>Listening, Attention and Understanding</u> Learns new vocabulary related to topics. Engages in story time. Listen to and talk about stories. Listens carefully to rhymes and songs. Begins to learn rhymes, poems and songs. Engage in non-fiction books. Listens to and talk about selected non- fiction books. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions. Make comments about what they have heard. Holds conversation when they are engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u> Begins to use new vocabulary throughout the day. Articulates their ideas and thoughts in simple sentences. Asks questions to find out more. Connect one idea or action to another. Describe events in some detail. Begins to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Begins to use new vocabulary in different contexts. Participate in small group, class and one- to-one discussions, offering their own ideas. Begins to 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 experience using full sentences.</p>	<p><u>Listening, Attention and Understanding</u> Learns new vocabulary and uses it in play situations Engages in story time. Listen to and talk about stories to build familiarity and understanding. Listens carefully to rhymes and songs, paying attention to how they sound. Begins to learn rhymes, poems and songs. Engage in non-fiction books. Listens to and talks about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking</u> Use new vocabulary throughout the day. Asks questions to find out more and to check they understand what has been said to them. Articulates their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen. Retell the 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. 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 experience using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

<p><u>Physical Development</u></p> <p>Gross Motor Skills</p> <p>Revise the fundamental movements skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Use their core muscles strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor Skills</p> <p>Develop their small motor skills so that they can use a range of tools completely, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, fork and spoons.</p> <p>Begin to hold a pencil effectively.</p>	<p><u>Physical Development</u></p> <p>Gross Motor Skills</p> <p>Refine the fundamental movements skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Talk about the different factors that support their overall health and well- being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p> <p>Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Holds a pencil effectively in preparation for fluent writing – using tri pod grip in almost all cases.</p>	<p><u>Physical Development</u></p> <p>Gross Motor Skills</p> <p>Develop the overall body strength, co- ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Combine different movements with easy and fluency.</p> <p>Further develop and refine a range of ball skills including throwing and catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrates strength, balance and co- ordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Begins to show accuracy and care when drawing</p> <p>Develops the foundations of a handwriting style which is fast, accurate and efficient.</p>
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<p><u>Literacy</u></p> <p><u>Comprehension</u> Demonstrates some understanding of what has been read to them. Begins to anticipate – where appropriate – key events in stories.</p> <p><u>Word Reading</u> Reads individual letters by saying the sounds for them. Say a sound for some letters of the alphabet. Starting to blend sounds into words, so they can read short words made up of known letters – sound correspondences.</p> <p><u>Writing</u> Forms some lower case letters correctly. Writes some recognisable letters. Attempts to spell words by identifying the sounds and writing the sounds with letters.</p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Demonstrates some understanding of what has been read to them by retelling stories and narratives. Anticipate – where appropriate – key events in stories.</p> <p><u>Word Reading</u> Say a sound for each letters in the alphabet. Start to read words consistent with their phonic knowledge by sound blending. Blend sounds into words, so they can read short words made up of known letters – sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Begins to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p> <p><u>Writing</u> Forms some lower case letters correctly. Writes recognisable letters, most of which are formed correctly. Beginning to spell words by identifying the sounds and then writing the sounds with letters. Begins to re-read what they have written to check it makes sense. Begins to write simple phrases/sentences.</p>	<p><u>Literacy</u></p> <p><u>Comprehension</u> Demonstrates some understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p><u>Word Reading</u> 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 phonics knowledge, including some common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>Writing</u> Forms some lower-case and capital letters correctly. Write simple phrases and sentences that can be read by others. Spells words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.</p>
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Mathematics

Number

Counts objects, actions and sounds (0-5) Subitise to 5
Link the number symbol (numeral) with its cardinal number value (0-5) Compare number (0-5)
Understands the 'one more than/one less than' relationship between consecutive numbers (0-5)
Automatically recall number bonds to 5,

Numerical Pattern

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Copy repeating patterns.
Look at length, weight and capacity.

Mathematics

Number

Counts objects, actions and sounds (6-10) Subitise to 10.
Link the number symbol (numeral) with its cardinal number value (6-10)
Compare number (6-10)
Understands the 'one more than/one less than' relationship between consecutive numbers (6-10)
Explore the composition of numbers to 10. Automatically recall number bonds to 10. Have a deep understanding of numbers to 10, including the composition of each number.

Numerical Pattern

Compose and decompose shapes. Continue repeating patterns.
Compare length, weight and capacity. Compares quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.

Mathematics

Number

Counts objects, actions and sounds (11-20) Subitise.
Link the number symbol (numeral) with its cardinal number value (11-20)
Count beyond 10.
Compare number (11-20)
Understands the 'one more than/one less than' relationship between consecutive numbers (11-20)
Automatically recall some number bonds to 10 including doubling facts.

Numerical Pattern

Compose and decompose shapes so that children recognize a shape can have other shapes within it, just like numbers can.
Create repeating patterns.
Compare and talk about length, weight and capacity.
Verbally count beyond 20, recognizing the pattern of the counting system.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past & Present

Looks at images of familiar situations in the past.
Look at characters from stories.
Look at the lives of people around them. Begins to look at similarities and differences between things in the past and now.
Begins to understand past through books read in class.

People, Cultures and Communities Begins to talk about members of their immediate family.
Identify people who are familiar to them.
Look at a simple map.
Look at some places that are special to members of their community.
Look at different beliefs and celebrations.
Look at life in this country and others. Talk about their immediate environment. Looks at some similarities and differences between life in this country and life in other countries.

The Natural World

Begins to look at the natural world.
Describe what they see whilst outside.
Begin to recognise some environments are different.
Explore changing seasons.
Explore the natural world around them. Begins to explore some important processes and changes in the natural world.

Understanding the World

Past & Present

Comment on images of familiar situations in the past.
Compare characters from stories, including figures from the past.
Talk about the lives of the people around them and their roles in society.
Knows some similarities and differences between things in the past and now.

People, Cultures and Communities Talk about members of their immediate family.
Name people who are familiar to them. Draw information from a simple map.
Recognise that people have different beliefs.
Begin to recognise some similarities and differences between life in this country and life in other countries.
Describe the immediate environment using knowledge from observation.
Knows some similarities and differences between different religious and cultural communities in this country.

The Natural World

Explores the natural world around them. Describe what they see and feel whilst outside.
Recognise some environments are different.
Begins to understand the effects of changing seasons on the natural world around them.
Explore the natural world around them, making observations and drawing pictures of animals and plants.
Knows some similarities and differences between life in this country and life in other countries.
Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World

Past & Present

Compare and contrast characters from stories, including figures from the past. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

People, Cultures and Communities Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Understand that some places that are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
Recognises some similarities and differences between life in this country and life in other countries.
Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Looks at some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and where appropriate maps.

The Natural World

Describe what they see, hear and feel whilst outside.
Recognises some environments are different to the ones we live in.
Understand the effects of changing seasons on the natural world around them.
Knows some similarities and differences between life in this country and life in other countries, drawing on their experiences and what has been read in class.

<p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u> Explore a variety of artistic effects to express their ideas and feelings. Make use of props and materials. Safely use a variety of materials, tools and techniques.</p> <p><u>Being Imaginative and Expressive</u> Listen attentively to music. Watch dance, performance art, expressing their feelings. Sing in a group or on their own. Engage in pretend play. Engage in music making and dance. Join in singing a range of well-known nursery rhymes and songs. Begins to invent stories.</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u> Use 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. Make use of props and materials when role playing characters in narratives and stories. Share their creations. Safely use and explore a variety of materials, tools and techniques.</p> <p><u>Being Imaginative and Expressive</u> Listen, move to and talk about music. Watch and talk about dance, performance art, expressing their feelings and responses. Develop storylines in their pretend play. Engage in music making and dance, performing solo or in groups. Sings a range of well-known nursery rhymes and songs. Invents and adapts narratives and stories with their peers and teacher.</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u> Refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. 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.</p> <p><u>Being Imaginative and Expressive</u> Listen, move to and talk about music, 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. Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others and when appropriate try to move in time with music. Invents and adapts and recounts narratives and stories with their peers and teacher.</p>
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