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|  | **AUTUMN 1** | | **AUTUMN 2** | **SPRING 1** | | | | | **SPRING 2** | **SUMMER 1** | | | **SUMMER 2** | |
| **Topic & Focus Books**  **10 books to be learnt off by heart** | **Marvellous Me**  Peace at Last  Brown Bear, Brown Bear, What do you see?  The Colour Monster (Feelings Book)  The Paper Dolls  **The Body**  All About Faces  **Autumn/ Harvest**  The Busy Little Squirrel  Owl Babies  Oliver’s Wood  **Halloween**  Ten Little Monsters | | **Winter**  Charlie Crow in the Snow  Oliver’s Winter Adventure  Nativity story  **Christmas**  Dear Santa  One Snowy Night  Jolly Christmas Postman  Sam’s Snowflake | **Winter**  Snow Bears  **People who help us**  Dentist:  Shine  Open Wide… What’s Inside?  The Selfish Crocodile  Police and School Crossing Supervisor  **Traditional Tale**  The Three Billy Goats Gruff | | | | | **The Farm**  Come on, Daisy  A squash and a Squeeze  Farmyard Hullabaloo.  **Traditional Tale**  Little Red Riding Hood  **Easter**  Traditional Easter Story  We’re Going on an Egg Hunt  How to catch the Easter Bunny | **Dinosaurs**  Daisy Dinosaur Gets Lost  Dinosaurs Love Underpants  The Dinosaur Diary  Dinosaurs Picnic  Dinosaur Egg Exploration  **The Jungle**  Rumble in the Jungle  Giraffe’s can’t Dance  Monkey Puzzle  Day Monkey, Night Monkey  Roar Roar Roaring  Kind Little Lion | | | **Space**  Whatever Next?  Aliens Love Underpants.  Grandpa Was an Astronaut  Beegu  **Transport**  The Train Ride  Goodnight Train  Row, Row, Row your Boat  That’s not my plane… | |
| **Nursery rhymes** | See separate plan – 12 nursery rhymes to learn off by heart over the year | | | | | | | | | | | | | |
| **Special Events** | Halloween – Ten Little Monsters | | Bonfire Night – Story of Guy Fawkes  Christmas / Nativity  The Nativity story  Dear Santa  One Snowy Night  Jolly Christmas Postman | Chinese New Year – Lanterns and Firecrackers / Chinese New Year Animal Story / Runaway Wok  Pancake Day – Mr.Wolf’s pancakes | | | | | Easter – Night before Easter / Egg Drop  Mother’s Day – Monkley Puzzle / My mum is a supermum | Teddy Bear’s Picnic (any kind of Teddy/Animal Plush– A Book of Bears / Teddy Bear’s Picnic Book | | | Father’s Day – Hair Love / Just Like Daddy  Sport’s Day – Frog Olympics / Grrr! | |
| **Experiences / Visits** | * Transition week * Cultural workshops * Owl workshop * Halloween Golden Day | | * Children In Need * Penny for the Guy * Nativity * Christmas Golden Day – Santa’s Workshop * Watch a Christmas Performance | | | | * Visit the local fire station, a visit from the local police, Nurses etc. * Invite parents in about jobs * Cooking – Chinese buffet / pancakes | | * Visit to a farm * Easter Hunt * Easter Golden Day * Mother’s Day * Celebration | * Dinosaur workshop? * Grow vegetables * Teddy Bear’s Picnic | | | * Summer Fayre * Father’s Day celebration * Sports Day | |
| **Parental Engagement** | Parents Meeting – Seesaw  Stay and Play – Cultural Workshop | Christmas Nativity  Christmas Fayre | | | | Parents invited to talk about their jobs.  Interim reports  Parents Evening | | Mother’s Day afternoon  Easter assembly | | | Teddy Bear’s Picnic | | | Father’s Day Afternoon  Formal parents meeting  Annual school report  Sport’s day  Summer Fayre  New starters: Welcome to Reception parents meeting  Teddy Bear’s Picnic evenings  Induction Days |
| **Action Planning** | Prepare action plan / LTP  Consider previous year exit data and current entry data.  CEM  Review risk assessment | Visit action plan / LTP  Update assessments  Review risk assessment | | | | Visit action plan / LTP  Update assessments  Interim report  Review risk assessment | | Visit action plan / LTP  Update assessments  Review risk assessment | | | Visit action plan / LTP  Update assessments  Review risk assessment | | | Visit action plan / LTP  Update assessments  CEM data  End of Year reports  Review risk assessment |
| **EYFS Overarching Principles** | Unique child – constantly learning, resilient, capable, confident and self-assured. | | | | Positive Relationships – developed through learning to be strong and independent | | | | Enabling environments – with teaching and support from adults, responding to individual interests and needs and building learning over time including strong relationships between practitioners and parents/carters. | | | Learning and development – children learn and develop at different rates and all children must be provided for. | | |
| **Characteristics of Effective Learning** | 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 dong this | | | | |
| **Thornhill Key principles** | Confident, inquisitive, resilient and determined learners  Focus on Prime areas: PSED, C&L, PD – creating strong foundations for Reception  5 a day challenge! – 5 books, stories, poems, songs, rhymes every day!  Supporting language development & widening vocabulary  Positive interactions with parents – creating those early foundations.  Early Intervention – Physical Development / Communication & Language / Personal & Social – adapt and support where needed  Wide range of experiences | | | | | | | | | | | | | |
| **PRIME AREAS – Following Development Matters** | | | | | | | | | | | | | | |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **Development Matters framework –Three and Four Year Olds**   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Increasingly follow rules, understanding why they are important. * Do not always need an adult to remind them of a rule. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Begin to understand how others might be feeling. | | | | | | | | | | | | | |
| **Proposed Objectives / Activities**  **Medium Term**  Resources: PSCHE / SEAL JIGSAW | AUTUMN  Self- Regulation  To follow a simple instruction from a familiar adult  To access the environment independently  Managing Self  To separate from main carer with confidence to go to a familiar adult  To express preferences and interests  Building Relationships  To show interest in other’s play and join in, seeking others to share experiences.  To say please and thank you. | | | SPRING  Self- Regulation  To understand basic feelings supported by an adult.  To show confidence in familiar environments.  To select resources independently.  To welcome praise and enjoy carrying out a small task.  Managing Self  To show preferences for activities  To be happy to try new activities with an adult supporting  To follow the rules in nursery using the sunshine system  To take turns and share guided by an adult.  Building Relationships  To play in a small group extending and elaborating their ideas  To show friendly behaviour to peers and adults, initiating conversations.  To use good manners in the environment. | | | | | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who are confident in different environments, able to adapt to changes and re showing qualities of resilience and determination as well as developing appropriate ways to show their assertiveness. * Children who can communicate their needs to an adult. * Children who can follow rules and are showing responsibility for their behaviour and good manners. * Children who are becoming aware of their own feelings – happy, sad, angry, excited and can regulate their emotions, as well as showing understanding to others * Children who are showing qualities of friendship, showing care and respect and able to play with their friends sharing and taking turns. | | | | |
| **PHYSICAL**  **DEVELOPMENT** | **Development Matters framework –Three and Four Year Olds**   * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Start taking part in some group activities which they make up for themselves, or in teams. * Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Start to eat independently and learning how to use a knife and fork. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. * Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * Make healthy choices about food, drink, activity and toothbrushing. | | | | | | | | | | | | | |
| **Proposed Objectives / Activities - MTP**  Resources:  Sticky Kids  Squiggle while you wiggle  Dough Disco  Occupational Therapist | AUTUMN  Gross Motor skills  To run safely.  To climb with confidence.  To walk up and downstairs 2 feet at a time.  To be able to jump  To make large shapes.  Fine Motor Skills  To be able to show control holding items e.g. jug to pour, turning pages in a book, use a hammer  To begin to use a comfortable three finger grip with writing tools.  To begin to show a dominant hand.  Self-Care Skills  To wash hands and use the toilet – guidance may be needed  To eat a piece of fruit and drink from a straw  To take coat off independently | | | SPRING  Gross Motor skills  To move freely in lots of different ways – crawling, rolling, walking, jumping, running, hopping, skipping, climbing  To walk up and down stairs with alternate feet  To catch and throw a large ball  To make lines and circles using gross motor  To use a scooter.  To show balance, strength and coordination when playing, sitting on the carpet or a chair and when copying movements.  Fine Motor Skills  To use scissors to snip paper.  To hold a pencil between thumb and 2 fingers (no longer whole hand)  To show good control with small tools  To copy some letters of their name and trace some basic shapes.  To show a dominant hand.  Self- Care Skills  To peel a piece of fruit.  To try new foods.  To out on a coat and hat and hang coat up.  To wash hands and use the toilet independently.  To begin to use a knife and fork to eat. | | | | | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who can move and travel over obstacles confidently and safely in a range ways. * Children who know the importance of and enjoy physical activity and are showing development of their strength, balance and coordination. * Children who are using a tripod grip with a dominant hand to apply good pressure and control and can mark make, trace shapes, colour in, form some letters and numbers accurately. * Children who can use small tools to complete a task. * Children who are showing independence with their own needs – can put on a coat, hat, wellies, fasten buttons and pull a zip, wash their hands and use the toilet, beginning to hold a knife and fork to eat with , will try new foods, enjoy physical activity, know some healthy food choices and can brush their own teeth. | | | | |
| **COMMUNICATION AND LANGUAGE** | **Development Matters framework –Three and Four Year Olds**   * Enjoy listening to longer stories and can remember much of what happens. * Can find it difficult to pay attention to more than one thing at a time. * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * May have problems saying:some sounds: r, j, th, ch, and sh multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ * Use longer sentences of four to six words. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Can start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | | | | | | | | | | | | | |
| **Proposed Objectives / Activities - MTP**  Resources:  Communication Trust - Universally Speaking  Word lists, word wheels  Access to S&L Therapist  5 A DAY | AUTUMN  Listening & Attention  To link basic actions to words.  To understand more complex sentences (2parts)  To develop understanding of simple concepts (big/little)  To listen to short stories  Speaking  To use gestures and words and simple sentences to communicate.  To use word endings – ing, s | | | SPRING  Listening & Attention  To enjoy listening to stories and rhymes and can engage for short periods of time.  To follow longer instructions and information without being shown  To understand words for different objects and simple prepositions.  To learn new rhymes, songs, and stories off by heart.  Speaking  To build up vocabulary through breadth of experience  To use simple sentences with joining words – and, because  To retell an event  To use talk to connect ideas  To ask to join in a game  To be understand most of the time by familiar adults. | | | | | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who are confident speakers and can use talk in a range of ways, asking questions, starting conversations, through role-play and are building up a repertoire of vocabulary through stories, songs and rhymes * Children who enjoy listening and responding to a story * Children who can communicate their needs effectively. * Children who are able to ask questions to develop understanding, follow 2 part instructions and describe events already happened * Children who can use longer sentences to communicate with 4-6 words * Children who have mostly clear speech (see above exceptions) | | | | |
| **SPECIFIC AREAS – Following Development Matters** | | | | | | | | | | | | | | |
| **LITERACY** | **Development Matters framework –Three and Four Year Olds**   * Understand the five key concepts about print:   print has meaning  the names of the different parts of a book  print can have different purposes  page sequencing  we read English text from left to right and from top to bottom   * Develop their phonological awareness, so that they can:   spot and suggest rhymes  count or clap syllables in a word  recognise words with the same initial sound, such as money and mother   * Engage in extended conversations about stories, learning new vocabulary. * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. * Write some or all of their name. * Write some letters accurately. | | | | | | | | | | | | | |
| **Proposed Objectives / Activities - MTP**  Resources:   * Jolly Phonics * Floppy Phonics * 5 A DAY | AUTUMN  Comprehension  To look at books independently and show an interest in books.  To share a story with an adult and answer simple questions and show interest in words and illustrations.  To join in with repeated phrases with a story  Reading  To hear sounds in the environment.  To cop a sequence of sounds and to make different sounds.  To copy rhymes and fill in missing words.  Writing  To write the initial letter of their name.  To make the pre writing marks - \ o  To trace over marks | | | SPRING  Comprehension  To handle books independently and choose a favourite story.  To show interest in words, illustrations and discuss stories, joining in with repeated phrases.  Reading  To show increased awareness of rhyme and alliteration.  To recognise some familiar words – name, logos  To develop blending and segmenting skills through adult modelling and copying.  Writing  To write the letters in their name.  To develop tracing and colouring skills.  To make marks and give meanings to the mark, with some attempt to copy marks in the environment. | | | | | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who are enthused by reading and books and are developing a passion for reading! * Children who can hold a book the correct way and know where a story starts and that we read left to right, top to bottom. * Children who can talk about stories in detail and with excitement, and can answer simple questions * Children who can hear and identify sounds in the environment, instrumental sounds and who can copy and repeat a sequence of sounds, words, body actions, movements and sentences. * Children who are developing an awareness of rhyme, rhythm and alliteration through stories, songs and speech. * Children who are developing early oral blending and segmenting and are confident with sequencing and following instructing and listening with accuracy. * Children who can recognise their name and give initial sound. * Children who understand that marks, letters and words represent meaning and are beginning to mark make to communicate meaning * Children who are able to draw the pre writing marks \ - o + and a square. * Children who can write their own name forming the letters correctly. | | | | |

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| **MATHEMATICS** | **Development Matters framework –Three and Four Year Olds**   * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Show ‘finger numbers’ up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Make comparisons between objects relating to size, length, weight and capacity. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. * Combine shapes to make new ones – an arch, a bigger triangle etc. * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | | | | |
| **Proposed Objectives / Activities - MTP**  Resources:   * Teejay * Ten Town * Numicon | AUTUMN  Number  To count objects, movements, claps  To show interest in numbers in the environment and to do spontaneous counting  Numerical Patterns  To count to 5 and learn the Ten Town rhymes  To count objects up to 5.  To stack up to 5 objects.  To play number snap.  Shape & Space  To solve simple jigsaws.  To identify basic shapes of star and circle and use informal mathematical language to describe  To use building blocks to build different shapes | SPRING  Number  To place 1-5 in order.  To touch count objects to 10.  To identify more and less when comparing 2 groups.  To subitise to 3.  To compare, sequence, order and match numbers / objects up to 5.  Numerical Patterns  To count to 10 and recognise the numbers and learn the Ten Town rhymes.  To use large body shapes to draw the numbers and begin to write numbers to 5 using Ten Town rhymes.  Shape and Space  To identify basic shapes – square and triangle and use informal mathematical language to describe  To make comparisons with objects associated with height, length, weight, capacity  To develop understanding of time linked to their day | | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who are confident and inquisitive about number are using the language and manipulating number in the environment and in every day tasks. * Children who are confident to problem solve, make connections, use apparatus, recall facts with increasing independence * Children who can count forwards and backwards to 10 and recognise the numerals. * Children who are beginning to understand the patterns of counting and developing awareness of ordinal and cardinal numbers. * Children who are familiar with some basic mathematical language – more, less, altogether, how many, first, last, add, take away * Children who can count objects (including 2 groups of objects, irregular groups of objects, 1more, 1 less ) by touch counting * Children who can copy repeating patterns and sequences * Children who are can name and describe simple shapes and are showing awareness and understanding of length, height, weight, capacity and time. |
| **UNDERSTANDING THE WORLD** | **Development Matters framework –Three and Four Year Olds**   * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. * Explore how things work. * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Explore and talk about different forces they can feel. * Talk about the differences between materials and changes they notice. * Continue to develop positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | |
| **Proposed Objectives / Activities MTP** | AUTUMN  Past and Present  To talk about people who are special in their lives.  To understand that some events in their life happened in the past.  People, Culture & Communities  To follow a family custom or tradition.  To imitate events and actions of their own family and cultural background.  To talk about themselves and what makes them the same and different to their friends.  To talk about themselves and their likes and dislikes.  Christian Festivals – Harvest, Christmas  Hindu Festival – Divali (Nov)  The Natural World  To learn about the weather and the changing seasons.  To use their senses to explore natural materials in the environment.  To Find out about their body and name some body parts. | SPRING  Past and Present  To understand different roles in society and people who help us.  To develop understanding of past events and present events linked to themselves.  People, Culture & Communities  To show interest in different customs and festivals of others.  To understand what makes them unique.  To talk about what makes them the same and different to their others.  Chinese New Year – January  Christian – Easter  The Natural World  To find out how to grow plants and what they need to live.  To look at lifecycles of different animals.  To make observations about animals, plants and the natural world. | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who are inquisitive, ask questions and want to know about the world around them. * Children, who are beginning to understand what is past and what is present. * Children who are accepting and respectful of all people, cultures and communities, learning through stories, plays, visitors, experiences, rhymes, songs * Children who know where they live and are beginning to talk about the different features of their home, school, town. * Children who know there are different places in the world and can talk about the different animals, weather, features. * Children who can follow a simple map. * Children who understand how to look after plants and animals and show respect for living things. * Children who use their senses and widening vocabualrly to explore and talk about the natural world – seasons, weather, lifecycles, force, states of matter, the body | |
| **EXPRESSIVE ARTS AND DESIGN** |  | |  | | |
| **Development Matters framework –Three and Four Year Olds**   * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Explore colour and colour-mixing. * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. | | | | |
| **Proposed objectives / activities - MTP** | Autumn 1  Creating with material  To begin to use representation to communicate (e.g drawing a line and saying “that’s me”.  To experiment with colours, marks. Textures using a range of tools.  Being imaginative and Expressive  To join in singing favourite songs.  To creates sound by banging, shaking, tapping or blowing.  To begin to make believe by pretending. | SPRING  Creating with material  To explore how sounds, colours, textures can change and using tools for a specific purpose guided by an adult.  To use construction materials to stack and copy structures  Being imaginative and Expressive  To use dance, music and role-play to express feelings.  To imitate others.  To engage in imaginative role-play and beginning to build stories using props. | | SUMMER   * Children to have met above Development Matters objectives * Children to have met EYFS progression of Knowledge and Skills   Year R Ready – Thornhill Aims   * Children who are confident to sing, dance, act, share their creations and can express ideas and feelings. * Children are creative and expressive and can use a range of mediums to share their ideas. * Children who can use their own imaginative skills to develop their own narratives, songs and dances, * Children who can use a range of materials, tools and techniques supported by an adult. * Children who are given a range of experiences to watch performances – musical, theatre, sports and talk about their feelings and responses. * Children who enjoy singing with their group and individually, developing understanding of rhythm , rhyme and alliteration. | |