

St Paul's First School  
EYFS Curriculum



	Nursery/Reception
Autumn	Our World and Us!
Spring	Let's Imagine!
Summer	The Great Outdoors!

# Autumn Term

## Our World and Us!

### Nursery

- Ourselves
- Who I live with
- My school
- My home
- Self-Care
- Movement
- What can I hear?

### Reception

- My family
- My friends
- Different house types
- My body & senses
- Night time / sleep
- Eating Healthy
- Seasonal changes

### Festivals/Celebrations

- Harvest - foods
- Remembrance Day
- Diwali
- Christmas

- Harvest - farming / charity
- Bonfire Night
- Diwali
- Remembrance Day
- Christmas

### Key Texts

- Adam and Eve
- Peace at last
- Rainbow Fish
- We're Going on a Bear Hunt
- Poppy and the Blooms
- Not Now Bernard
- The Snowman

- The Tiger Who Came for Tea
- Elmer
- Oliver's vegetables
- Dipal's Diwali
- Mary and Joseph
- Perfectly Norman
- If I were in charge of Christmas

- The Creation Story
- Supertato
- The mega magic hair swap
- The Hairy Toe
- The Little Red Hen
- The Scarecrows Wedding
- The Good Samaritan
- The Three Little Pigs

- The Nativity Story
- Stick Man
- Look up
- Ava's Poppy
- Rama and Sita
- The Christmas Pine

## Specific Vocabulary

Nursery	Reception
<ul style="list-style-type: none"> <li>• World, planet, Earth, land, sea, ocean.</li> <li>• Harvest, vegetables, carrot, parsnip, cabbage, cauliflower, onion, swede, potato.</li> <li>• Worship, Bible, Jesus, Adam, Eve, God, Christian, CARE, church, prayer, pray.</li> <li>• Portrait, artist, painting, art.</li> <li>• Family, person, human, sister, brother, house, home, pet, sibling.</li> <li>• Soil, water, plant, flower, grow, light, stem, leaf, petal.</li> </ul>	<ul style="list-style-type: none"> <li>• Common plant names: pansy, bluebell, buttercup, sunflower, daffodil, dandelion.</li> <li>• Names of herbs: mint, basil, parsley, rosemary.</li> <li>• Names of vegetables: carrot, potato, parsnip, swede, onion, cabbage</li> <li>• World, earth, land, sea, hill, mountain, valley, UK.</li> <li>• Creation, God, prayer, Bible, religion, Christian, Christianity, community, aspire, respect, endurance.</li> <li>• Artist, portrait, artistic forms.</li> <li>• Past, present, now, then, before, when.</li> </ul>

**WOW Start:** Children to dress in blue/green, introduce our topic with a focus on our planet earth, it's inhabitants and God. Making planet earth, singing songs, watching videos of earth. Introduce each of the topic elements and collect children's ideas and thoughts. Send topic sheets home.

**MARVELLOUS Middle:** Parents to be invited in for our Autumn Stay and Play session.

**FAB finish:** Parents to be invited into school at the end of the autumn term for our Christmas celebrations.

## Main Artist Focus:

### Autumn 1 - Pablo Picasso

- Holding and controlling paint brushes
- Painting or collage self portraits
- What is an artist?
- Colour, colour mixing, colour for correct use

### Autumn 2 - Wassily Kandinsky

- Abstract art
- Colour, colour mixing
- Shapes and lines
- Placement

## EYFS Characteristics of Effective Learning

<p><b>Playing and Exploring</b></p> <p>Children will:</p>	<ul style="list-style-type: none"><li>• Realise that their actions have an effect on the world, so they want to keep repeating them.</li><li>• Plan and think ahead about how they will explore or play with objects.</li><li>• Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."</li><li>• Make independent choices.</li><li>• Respond to new experiences that you bring to their attention.</li><li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li></ul>
<p><b>Active Learning</b></p> <p>Children will:</p>	<ul style="list-style-type: none"><li>• Participate in routines.</li><li>• Begin to predict sequences because they know routines.</li><li>• Show goal-directed behaviour.</li><li>• Begin to correct their mistakes themselves.</li><li>• Keep on trying when things are difficult.</li></ul>
<p><b>Creating and Thinking Critically</b></p> <p>Children will:</p>	<ul style="list-style-type: none"><li>• Take part in simple pretend play.</li><li>• Sort materials.</li><li>• Review their progress as they try to achieve a goal. Check how well they are doing.</li><li>• Solve real problems</li><li>• Use pretend play to think beyond the 'here and now' and to understand another perspective.</li><li>• Know more, so feel confident about coming up with their own ideas.</li><li>• Make more links between those ideas.</li><li>• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li></ul>

## Autumn Term - Our World and Us!

Area of Learning:	0-3 Years	3-4 Years	Reception
Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Can focus on more than one thing at a time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Engages in story time.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Can become frustrated when they can't make themselves understood.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play:</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Start a conversation with an adult or friend.</li> <li>• Begin to use longer sentences of 4 or more words.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Develop social</li> </ul>

	<p>'putting the baby to sleep' or 'driving the car to the shops'.</p> <ul style="list-style-type: none"><li>• Use the speech sounds p, b, m, w.</li></ul> <p>Usually still struggling to pronounce:</p> <ul style="list-style-type: none"><li>• l/r/w/y</li><li>• f/th</li><li>• s/sh/ch/dz/j</li><li>• multi-syllabic words such as 'banana' and 'computer'.</li><li>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li><li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li><li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li></ul>	<ul style="list-style-type: none"><li>• Begin to learn some class songs.</li><li>• To communicate their own needs. E.g. "I need the toilet".</li></ul>	<p>phrases 'Good Morning'.</p>
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Self-Regulation	<ul style="list-style-type: none"> <li>• To seek comfort from key person.</li> <li>• Beginning to wait for their turn.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to follow instructions.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Begin to talk about how they feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own feelings.</li> <li>• Begin to consider how others are feeling.</li> <li>• Begins to show resilience and perseverance in the face of challenge.</li> <li>• To be able to calm themselves.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>• Expresses preferences and makes decisions.</li> <li>• Leaves main carer happily.</li> <li>• Begin to talk about how they feel.</li> <li>• Confident to access the provision independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select what they need to complete an activity with some support.</li> <li>• To take turns and share during play.</li> <li>• Maintains concentration during self-selected activity.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about their family and interests.</li> <li>• To be able to wash own hands and understand when it is appropriate to do so e.g. after toileting and before snack.</li> <li>• To choose and prepare own snack.</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>• To be confident to express their wants and needs to key person.</li> <li>• Begin to build relationships with other children.</li> <li>• Ask questions about other people.</li> <li>• Confident to play alongside peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds relationships with key person.</li> <li>• To begin interact with others during play.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to teachers and others peers.</li> <li>• To share and play cooperatively.</li> </ul>
Gross Motor	<ul style="list-style-type: none"> <li>• Enjoy moving when outdoors and inside.</li> <li>• Eat finger foods and develop likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• To balance on a scooter.</li> <li>• To ride on a trike.</li> <li>• Go up steps and stairs, or climb on apparatus, using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently move in range of ways.</li> <li>• Have sufficient upper arm and shoulder strength.</li> </ul>

	<ul style="list-style-type: none"> <li>• Try a wide range of foods with different tastes and textures.</li> <li>• Climb unaided and move through age appropriate apparatus.</li> <li>• Begin to kick, throw and catch a large ball.</li> <li>• Build with large construction e.g. stacking bricks.</li> <li>• Walk, run, jump and climb and start to use the stairs independently.</li> <li>• Sit on and use a push along wheeled toy.</li> <li>• To pedal a tricycle.</li> <li>• To sit comfortably on a chair.</li> <li>• To know when they need to use the toilet.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Decide how to travel across large equipment.</li> <li>• To be able to handle tools and equipment safely.</li> <li>• To work with others to move large items.</li> <li>• To use the toilet independently.</li> <li>• To wash hands independently.</li> </ul>	<ul style="list-style-type: none"> <li>• To move hands and fingers without moving shoulders.</li> <li>• To move and rotate arms and wrists independently.</li> <li>• Combine different movements e.g. create an obstacle course.</li> <li>• To confidently control small and large balls. E.g. throwing, catching, kicking.</li> <li>• To know and talk healthy eating.</li> <li>• To know and understand the importance of sleep and exercise.</li> <li>• To line up and queue sensibly.</li> <li>• To achieve good posture when sitting at a table or on the floor.</li> <li>• To understand the importance of personal hygiene.</li> <li>• To understand importance of dental hygiene.</li> <li>• To begin to use, name and show an understanding of the 5 senses: touch, smell, hearing, taste, sight.</li> </ul>
Fine Motor	<ul style="list-style-type: none"> <li>• To be able to tear paper.</li> <li>• To make marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one handed tools to make snips in paper.</li> </ul>	<ul style="list-style-type: none"> <li>• To independently, thread, pour and stir.</li> </ul>

	<ul style="list-style-type: none"> <li>• To print on paper.</li> <li>• To develop grasp by exploring and holding a range of materials.</li> <li>• To begin to help with, carrying and pouring drinks.</li> <li>• To remove shoes and socks and put them back on.</li> <li>• To remove own coat and put it back on.</li> <li>• To develop good eating habits and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the four-finger grasp when holding pens and pencils.</li> <li>• To eat independently and begin to use a knife and fork.</li> <li>• To zip or button own coat up.</li> </ul>	<ul style="list-style-type: none"> <li>• To remove and put on own socks, shoes, jumper/cardigan and coat.</li> <li>• To dress/undress dolls.</li> <li>• Make models with small construction and playdough.</li> <li>• Has established dominant hand.</li> <li>• To effectively control a pencil to create marks, letter shapes, shapes for pictures.</li> <li>• Begins to use tripod grip.</li> <li>• To begin to draw recognisable pictures.</li> <li>• To begin to form recognisable letters.</li> <li>• Begin to use a range of tools with increasing control. E.g. scissors and paintbrushes.</li> <li>• To cut around a shape with straight lines.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Enjoys, listens to and joins in with songs and rhymes.</li> <li>• To copy dough disco movements.</li> <li>• Sings songs and says rhymes independently;</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that print has meaning and print can have different purposes.</li> <li>• Begins to comment on stories they have listened to.</li> <li>• Handles books carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• To sequence events in a story.</li> <li>• To talk about what they have listened to.</li> <li>• To talk about characters and main events in stories.</li> <li>• To develop an interest in stories and books.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds books the correct way up and turns pages.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen attentively at story times.</li> <li>• To recreate stories, they have heard through play.</li> <li>• To begin to retell familiar stories through play.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoys sharing books with an adult.</li> <li>• Pays attention and responds to the pictures and words.</li> <li>• Has a favourite book.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Make comments and shares their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently shares books and texts.</li> </ul>	<ul style="list-style-type: none"> <li>• To hear and say initial sounds.</li> <li>• To hear and say end sounds.</li> <li>• To hear and say medial sounds.</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• To know single letter Set 1 sounds and be able to blend orally (Set 1 Sounds Groups c).</li> <li>• To begin to blend CVC words using Fred Talk.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. E.g. makes marks to create lists.</li> </ul>	<ul style="list-style-type: none"> <li>• To give meaning to marks they make.</li> <li>• To write recognisable letters.</li> <li>• To write initial sounds.</li> <li>• To write their name.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make marks on their picture to stand for their name.</li> </ul>		<ul style="list-style-type: none"> <li>• To begin to use Fred Fingers for oral spelling.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Experiment with their own symbols and marks.</li> <li>• Compares quantities using 'more'.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds to 5.</li> <li>• To subitise numbers to 3.</li> <li>• Link the number symbol (numeral) with its cardinal number value to 5.</li> <li>• Count beyond 10 during number songs.</li> <li>• Compare amounts using the language more than and less than to 5.</li> <li>• Explore the composition of numbers up to 5.</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>• Climb and squeeze themselves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns. E.g. colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes arrangements with 2d shapes.</li> <li>• Understand position through words alone - for example,</li> <li>• "The bag is under the table," -with no pointing.</li> <li>• Talk about patterns around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Continue, copy and create repeating patterns. (AB)</li> <li>• Compare length and height.</li> <li>• Name 2D shapes: circle, triangle, rectangle, square.</li> <li>• Name 3D shapes cube, cuboid, sphere, pyramid.</li> <li>• Positional language - to understand and put</li> </ul>

			objects in different positions.
Past and Present	<p>To begin to recall and identify some past events in their own lives and new events that they learn about:</p> <ul style="list-style-type: none"> <li>➤ Talk about things I have done with my family.</li> <li>➤ To talk about Poppies.</li> <li>➤ To talk about Mary, Joseph, Jesus and the special visitors.</li> <li>➤ To talk about what happened in their home last Christmas.</li> </ul>	<p>To describe past events Begin to make sense of their own life-story and family's history:</p> <ul style="list-style-type: none"> <li>➤ Family and friends</li> <li>➤ When we were babies.</li> <li>➤ Remembrance Day</li> <li>➤ The Nativity Story</li> <li>➤ Christmas celebrations.</li> </ul>	<p>Comment on images of familiar situations in the past:</p> <ul style="list-style-type: none"> <li>➤ Homes in the past.</li> <li>➤ To understand why we have Remembrance Day and why we wear poppies.</li> <li>➤ Family photos</li> <li>➤ Compare and contrast figures from the past. (Nativity story).</li> <li>➤ Talk about Christmas in the past, including past Christmas presents for children.</li> </ul>
People, Culture and Communities	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <ul style="list-style-type: none"> <li>➤ Talk about my family.</li> <li>➤ Begin to notice differences between me and my friends.</li> <li>➤ To take part in our Harvest Festival.</li> </ul>	<p>To begin to develop positive attitudes about the differences between people:</p> <ul style="list-style-type: none"> <li>➤ To describe who I live with and my wider family members.</li> <li>➤ To talk about and begin to describe differences between me and my friends.</li> <li>➤ To take part in our Harvest Festival and</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• To understand what a home is and name a variety of different homes.</li> <li>• Understand that some places are special to members of their community.</li> </ul>

	<ul style="list-style-type: none"> <li>• To take part in Diwali celebrations.</li> <li>• To take part in Christmas celebrations.</li> </ul>	<p>understand why Christians celebrate this.</p> <ul style="list-style-type: none"> <li>➤ To take part in Diwali celebrations and talk about Hindu celebrations.</li> <li>➤ To take part in Christmas celebrations and talk about the Christian nativity story.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify differences in people.</li> <li>• To describe Christian beliefs.</li> <li>• To talk about and retell the creation story.</li> <li>• To understand why we take part in a Harvest Festival.</li> <li>• To understand where food comes from and charity within our community.</li> <li>• To talk about the Gunpowder Plot and firework safety.</li> <li>• To retell the Christian Nativity story.</li> <li>• To talk about Christmas celebrations around the world.</li> </ul>
The Natural World	<p><b>To begin to observe and explore their natural environment:</b></p> <ul style="list-style-type: none"> <li>➤ Explore natural materials indoors and outdoors.</li> <li>➤ Explore materials with different textures.</li> <li>➤ Name types of autumn weather.</li> <li>➤ To explore seasonal food (harvest).</li> </ul>	<p><b>Use all their senses in hands-on exploration of natural materials.</b></p> <p>To begin to know that there are different countries in the world.</p> <ul style="list-style-type: none"> <li>➤ To use touch and sight to explore the outdoors.</li> <li>➤ Compare natural materials (e.g. soft and hard).</li> <li>➤ To plant seeds and care for growing plants.</li> </ul>	<p><b>Explore the natural world around them:</b></p> <ul style="list-style-type: none"> <li>➤ To talk about the world, earth, land, sea, our country.</li> <li>➤ Explore Autumn changes.</li> <li>➤ To describe and talk about woodland animals, nocturnal and hibernation.</li> <li>➤ Compare seasonal changes.</li> <li>➤ To begin to understand that we live in the UK</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Talk about what they can see outdoors.</li> <li>➤ To understand that Earth is made up of land and water.</li> <li>➤ To name the village where we live and where our school is.</li> <li>➤ To name the country that we live in and begin to name other countries that we learn about or they have been to visit on holiday.</li> <li>➤ To look at the countries: Spain, Russia and India.</li> <li>➤ Begin to show respect and care in the world around us.</li> </ul>	<p>which is an Island made up of 4 countries.</p> <ul style="list-style-type: none"> <li>➤ Name and talk about different countries of the world.</li> <li>➤ To compare the countries Spain, Russia, India and England.</li> <li>➤ Understand language of land, sea, river, mountain.</li> <li>➤ To show respect and care in the world around us.</li> <li>➤ To understand how to look after plants and what they need to grow.</li> <li>➤ To talk about where harvest food comes from.</li> <li>➤ To name vegetables.</li> <li>➤ To begin to name some common flowers.</li> </ul>
<p><b>Creating with Materials</b></p>	<ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials freely.</li> <li>• Use circles and lines when drawing.</li> <li>• Explore colour and colour-mixing (primary colours).</li> <li>• Explores different sounds instruments make.</li> <li>• To develop eye-hand coordination, the ability to</li> </ul>	<ul style="list-style-type: none"> <li>• Create own colours using colour mixing techniques (primary and secondary colours).</li> <li>• Use correct colours for purpose.</li> <li>• Begin to create collaboratively, sharing ideas, resources and skills.</li> </ul>

		<p>match hand movement with eye movement.</p> <ul style="list-style-type: none"> <li>• To use malleable materials to gain strength and improve dexterity in their hands and fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• To recreate artistic designs based on real artistic inspiration.</li> <li>• To use placement skills to create representational collages.</li> <li>• To use fine motor skills to mould materials and increase finger strength.</li> <li>• To begin to use junk resources to make representational models and decide how to join materials.</li> <li>• To choose own materials for creations.</li> </ul>
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Listen with increased attention to sounds.</li> <li>• Join in with songs and begin to remember some words.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own.</li> <li>• Engage independently in imaginative role play.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance.</li> <li>• Play collaboratively and imaginatively.</li> </ul>

	<ul style="list-style-type: none"><li>• Make rhythmical and repetitive sounds.</li><li>• Explore a range of sound-makers and instruments and play them in different ways.</li><li>• Start to make marks intentionally.</li><li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li><li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li><li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li></ul>		
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