



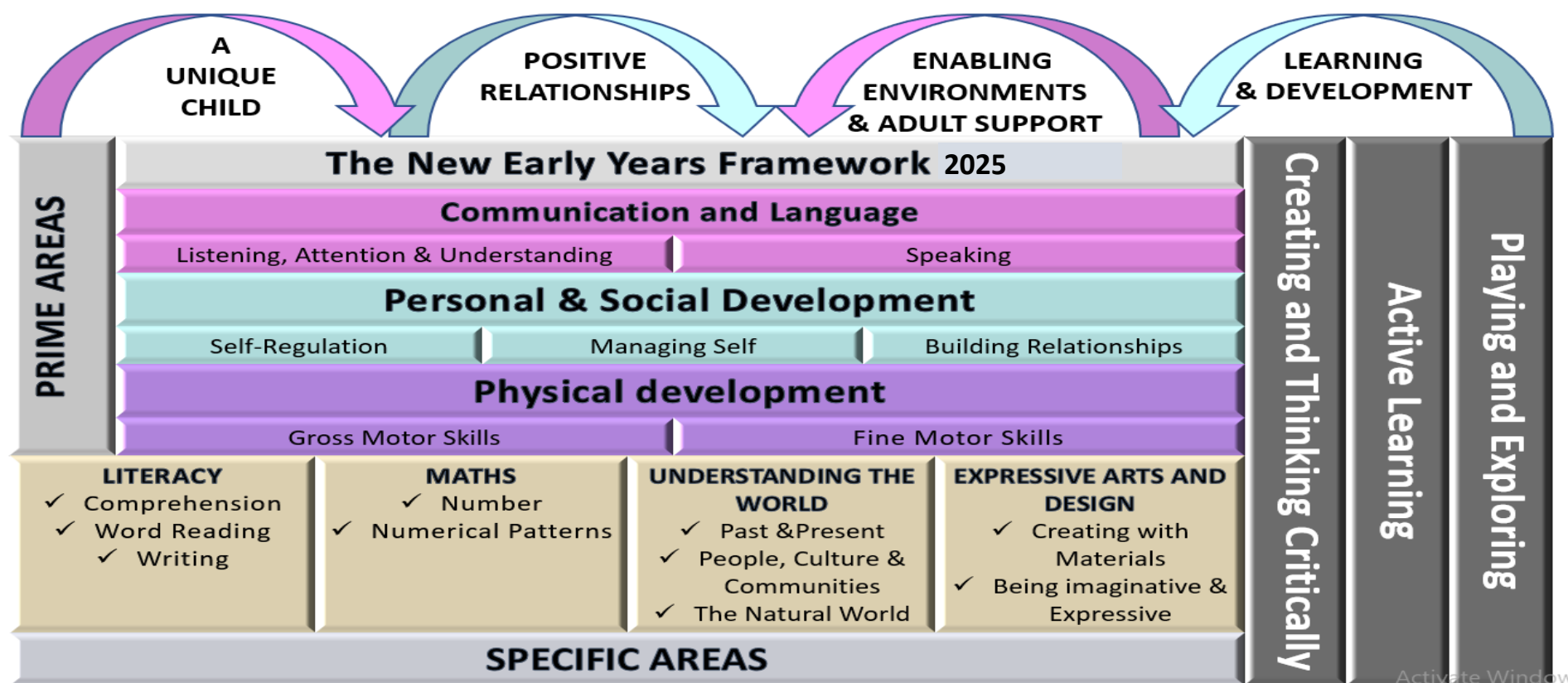
*Welford-on-Avon Primary School & Nursery
Curriculum Map*

'Our vision is to inspire a lifelong love of learning within a safe, inclusive and nurturing environment empowering self-belief, respect and resilience to support our school community to reach their full potential'.

Intent, Implementation & Impact

<p>Intent (Curriculum)</p>	<p>We will provide a safe, nurturing and stimulating environment which supports the growth of communication and language, independence, resilience, collaboration and a love of learning. We will facilitate progression and achievement of developmental milestones through learning attitudes fostered through the development of children's Characteristics of Effective Learning. Each child is valued and enabled to achieve the highest possible outcomes, developing strong foundations for 'learning and life readiness'.</p>
<p>Implementation (Pedagogy)</p>	<p>High quality planning will ensure breadth and depth of learning, allowing children to develop their communication, physical, intellectual, emotional & social skills through an abundance of play opportunities. High quality interactions through planned adult-led, guided and child initiated activities within enabling environments both indoors and outdoors will provide opportunities to experience awe and wonder, develop curiosity, knowledge and understanding of the community and wider world broadening their minds and outlook on life, building cultural capital.</p>
<p>Impact (Assessment)</p>	<p>Through on-going observations, formative and summative assessments children's progress will be tracked from baseline at Nursery entrance through to ELGs at the end of Reception. These assessments will inform next step planning and judgements (demonstrated through Learning Journals, books and pupil voice) and will be validated through a planned process of school and consortium moderation. An annual report to parents will summarise each child's achievements along side termly parent consultations.</p>

EYFS 2025 Framework



Characteristics of Effective Learning

Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

PLAY: At Welford On Avon, we understand that children learn best when they are absorbed, interested and active. We understand that young children benefit from a balanced curriculum which includes teaching that’s been planned ahead and also makes time for their spontaneous learning. Children need organised, adult-led guided learning to bring new ideas and experiences to their lives. They need well-planned, specific learning experiences. These will deepen and consolidate their learning over time. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting provides consistent opportunities for children to learn through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Home Sweet Home	Down on the Farm	Into the Jungle	Sailing the world	Stomp, Roar and Explore!	Beside the sea
Topic(s)	Families Nocturnal Animals Day and Night Autumn	Houses / Homes Building Measuring Farm Animals Winter	Habitats Caves Journeys Jungle Friendships Spring	Boats Travel Flags Sea Creatures Spring	Dinosaurs Jungle Mini Beasts Telling the Truth Summer	Seaside Sea / Rivers Weather Transport Special Things Family Tree Summer
Key Events	Christmas Cards Food Collection Harvest Assembly Individual birthdays Owl Visit Parents' Evening Phonics Information Evening Star of the week award Visit to local church Weekly value awards	Advent Visit Anti-Bullying Week Black History Month Bonfire Night / Guy Fawkes Children in Need Christmas Letter Diwali (20 th October) Hanukah Nativity Open Evening Pantomime Visit (School) Remembrance Day Sharing Assemblies St Nicholas Day Theatre Trip (Warwick Arts) Winter Fair World Nursery Rhyme Week	Big School Bird Watch Lunar New Year (Horse) Safer Internet Day Sharing Assemblies	Easter Easter Competitions Egg Hunt EYFS Spring Assembly Maypole Evening Mother's Day Oral Hygiene Week Red Nose Day Science Week Shakespeare Week Sharing Assemblies World Book Day World Earth Day	Sharing Assemblies World Oceans Day	Annual Report Open Evening Parent Transition Meeting Reception Class Assembly Sports Day Summer Fair Transition Day
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <i>back-and-forth interactions</i> from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a <i>language-rich environment</i> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <i>new vocabulary added</i>, practitioners will build children's language effectively.</p> <p><i>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts</i>, will give children the opportunity to thrive.</p> <p>Through <i>conversation, story-telling and role play</i>, where children <i>share their ideas with support and modelling from their teacher</i>, and sensitive questioning that invites them to elaborate, children become comfortable using a <i>rich range of vocabulary and language structures</i>.</p>					
Ongoing development of listening, attention and understanding; Speaking.	<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily meet and greet, daily group discussions, sharing circles, PSED times, stories, daily story time, daily rhyme/ song times, singing, speech and language interventions, social snack time (with adults joining the children and modelling conversation skills), EYFS productions, assemblies and weekly interventions. <u>Specific vocabulary focus is highlighted in daily planning.</u></p>					

<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>Focus Texts (Pathways)</p>	<p>Poetry: A Bundle of Rhymes Nursery Rhymes by Mother Goose</p> <p>Write: Peace at Last by Jill Murphy</p>	<p>Poetry: The Farmyard by A. A. Attwood</p> <p>Write: The Three Little Pigs by Mara Alperin</p>	<p>Poetry: Creepy Crawly by Anon & Busy Bugs by James Carter</p> <p>Write: Let's All Creep Through Crocodile Creak by Jonny Lambert</p>	<p>Poetry: Into the Pond!</p> <p>Write: The Pirates Are Coming (Matt Condon)</p>	<p>Poetry: Behold by Mary Kawena Pukui</p> <p>Write: Gigantosaurus by Jonny Duddle</p>	<p>Poetry: Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin</p> <p>Write: The Sea Saw by Tom Percival</p>
<p>Comprehension</p>	<ul style="list-style-type: none"> • Engage in storytimes • Understand how to listen carefully and why listening is important • Learn new vocabulary • Develop social phrases • Engage in non-fiction books • Listen carefully to rhymes paying attention to how they sound • Describe events in small detail • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding • Understand how to listen carefully and why listening is important • Learn new vocabulary • Engage in storytimes • Engage in non-fiction books • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Use new vocabulary through the day • Articulate their ideas and thoughts • Describe events in some detail • Listen to and talk about stories to build familiarity and understanding • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail • Listen to and talk about stories to build familiarity and understanding • Connect one idea or action to another using a range of connectives • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them • Use talk to help work out problems and organise thinking and activities • Explain how things work and why they might happen • Connect one idea or action to another using a range of connectives • Describe events in some detail • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them • Connect one idea or action to another using a range of connectives • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Learn rhymes, poems and songs

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<p>Writing</p>	<ul style="list-style-type: none"> Use some print and letter knowledge in early writing e.g. 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] Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Develop phonological awareness to spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly 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 that it makes sense 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound 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 that it makes sense
<p>Writing Outcomes:</p>	<p>Retelling, invitation, information page, free verse poem, rhyming strings, diary entry, thank you note, repeating poem, information text (family book).</p>		<p>Retelling, instructions, letter/postcards, own version of story, description, descriptive poem, fact-file, captions and labels, adventure story.</p>		<p>Retelling, letter, information page, poem, instructions for a map, fact file, recipe, diary entry, own story.</p>	
<p>Reading/Spelling (Little Wandle)</p>	<p>Phase 2 Graphemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.</p> <p>Tricky words: is, l, the.</p>	<p>Phase 2 Graphemes: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk.</p> <p>Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</p>	<p>Phase 3 Graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.</p> <p>Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff.</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure.</p>	<p>Phase 3 Graphemes: (review) ai, ee, igh, oa, oo, ar, ur, oo, ow, oi ear, er, air.</p> <p>Words with two or more digraphs, longer words, words ending -ing, compound words.</p> <p>Review all tricky words and secure spelling.</p>	<p>Phase 4 Short vowels: CVCC, CCVC.</p> <p>Longer words: CCVCC, CCCVC, CCCVCC, compound words.</p> <p>Root words ending in: -ing, -ed, -est.</p> <p>Tricky words: said, so, have, like, come, love, do, were, here, little, says, there, when, what, one, out, today.</p>	<p>Phase 4 Long vowels: CVCC, CCVC, CCCVC, CCV, CCVCC.</p> <p>Root words ending in: -ing, -ed /t/, /id/, /ed/, /d/.</p> <p>Tricky words: Review all tricky words taught in reception and secure spelling.</p>
<p>Additional Texts (Others will be accessed based on children's interests)</p>	<ul style="list-style-type: none"> Goldilocks and the three bears (Lauren Child) Whatever Next (Jill Murphy) Home (Carson Ellis) Lullabyhullabaloo(Mick Inkpen) 	<ul style="list-style-type: none"> The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl 	<ul style="list-style-type: none"> Find me a Tiger by Lynley Dodd All Aboard for the Bobo Road by Stephen Davies The Gruffalo by Julia Donaldson 	<ul style="list-style-type: none"> The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long 	<ul style="list-style-type: none"> Dinosaur Roar by Paul and Henrietta Stickland Katie and the Dinosaurs by James Mayhew The big book of dinosaurs by Usborne 	<ul style="list-style-type: none"> That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck

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	<ul style="list-style-type: none"> • The Three Little Wolves and The Big Bad Pig by Eugene Trivizas • There's a pig up my nose by John Dougherty • Little Red Riding Hood by Mara Alperin 	<ul style="list-style-type: none"> • Alfie's Feet by Shirley Hughes • The Selfish Crocodile by Faustin Charles 	<ul style="list-style-type: none"> • Commotion in the Ocean by Giles Andreae • Peter Pan (1953 film) by Disney 	<ul style="list-style-type: none"> • How big is a million? by Anna Milbourne • Volcanoes Usborne Beginners 	<ul style="list-style-type: none"> • Where's my teddy? By Jez Alborough • Under the same sky by Britta Teckentrup
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Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Numbots and Busy Ant Maths Books will allow children to explore their Maths learning at home.</p>					
	<p>Numeral Recognition & Counting</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 10, including those of personal significance • Selects the correct numeral to represent up to 10 objects • Counts up to six objects from a larger group • Counts objects to 10 and begins to count beyond • Counts an irregular arrangement of up to ten objects • Counts actions or objects that cannot be moved • Counts up to four objects using one-to-one correspondence <p>Recording & Representing</p> <ul style="list-style-type: none"> • Records using marks they can interpret and explain <p>Shape & Space</p> <ul style="list-style-type: none"> • Begins to use mathematical names for 2D and 3D shapes 	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all • Finds one more or one less from a group of up to ten objects • Says the number that is one more than a given number • Begins to use vocabulary related to addition and subtraction in practical activities • Records using marks they can interpret and explain (in the context of adding and subtracting) <p>Money</p> <ul style="list-style-type: none"> • Uses everyday language to talk about money to compare quantities and solve problems <p>Position & Direction</p> <ul style="list-style-type: none"> • Describes relative position (e.g., 'behind', 'next to') • Uses everyday language to talk about position, distance, 	<p>Numbers: Counting & Recognising</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 10 • Selects the correct numeral to represent up to 10 objects • Counts objects to 10 and begins to count beyond • Counts out up to six objects from a larger group • Counts an irregular arrangement of up to ten objects • Estimates how many objects they can see and checks by counting • Uses the language of 'more' and 'fewer' to compare sets of objects (up to 10, then extending to 20) • Records using marks they can interpret and explain <p>Addition & Subtraction</p>	<p>Numbers: Counting & Recognising</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 10 • Selects the correct numeral to represent up to 10 objects • Counts objects to 10 and begins to count beyond • Counts out up to six objects from a larger group • Counts an irregular arrangement of up to ten objects • Estimates how many objects they can see and checks by counting • Uses the language of 'more' and 'fewer' to compare sets of objects (up to 10, then extending to 20) • Records using marks they can interpret and explain <p>Addition & Subtraction</p>	<p>Numbers: Counting & Recognising</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 20 • Counts reliably with numbers from 1 to 20 • Places numbers 1 to 20 in order • Select the correct numeral to represent up to 20 objects • Use the language of 'more' and 'fewer' to compare sets of objects (up to 20) • Record using marks to interpret and explain <p>Addition & Subtraction</p> <ul style="list-style-type: none"> • Says which number is one more or one less than a given number (up to 20) • Use quantities and objects to add two single-digit numbers and count on to find the total • Use quantities and objects to subtract two single-digit numbers 	<p>Numbers: Counting & Recognising</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 20 • Counts reliably with numbers from 1 to 20 • Places numbers 1 to 20 in order • Uses the language of 'more' and 'fewer' to compare sets of objects (up to 20) • Records using marks they can interpret and explain <p>Addition, Subtraction & Grouping</p> <ul style="list-style-type: none"> • Says which number is one more or one less than a given number (up to 20) • Uses quantities and objects to add or subtract two single-digit numbers • Solves problems involving grouping,

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	<ul style="list-style-type: none"> • Selects and names 2D shapes • Uses familiar objects and shapes to build models and create patterns <p>Patterns</p> <ul style="list-style-type: none"> • Recognise, create, and describe patterns <p>Measurement</p> <ul style="list-style-type: none"> • Order two or three items by length or height • Uses everyday language to compare size and solve problems 	<p>and direction to solve problems</p>	<ul style="list-style-type: none"> • Says the number that is one more than a given number • Finds one more or one less from a group of up to ten objects • Uses quantities and objects to add two single-digit numbers and count on to find the total (up to 10) <p>Problem Solving</p> <ul style="list-style-type: none"> • Begins to identify mathematical problems based on own interests and fascinations <p>Measurement: Weight</p> <ul style="list-style-type: none"> • Orders two items by weight • Uses everyday language to compare weight and solve problems <p>Shape, Space & Patterns</p> <ul style="list-style-type: none"> • Begins to use mathematical names for 2D and 3D shapes and terms to describe them • Selects a particular named 3D shape • Uses familiar objects and shapes to create and recreate patterns and build models 	<ul style="list-style-type: none"> • Says the number that is one more than a given number • Finds one more or one less from a group of up to ten objects • Uses quantities and objects to subtract two single-digit numbers and count back to find the total <p>Problem Solving</p> <ul style="list-style-type: none"> • Begins to identify mathematical problems based on own interests and fascinations • Solves problems including doubling and halving <p>Measurement: Time, Weight & Capacity</p> <ul style="list-style-type: none"> • Orders and sequences familiar events • Measures short periods of time in simple ways • Orders two items by weight • Uses everyday language to compare weight and solve problems • Orders two items by capacity • Uses everyday language to compare capacity and solve problems 	<p>Problem Solving</p> <ul style="list-style-type: none"> • Begin to identify mathematical problems based on own interests and fascinations <p>Shape, Space & Patterns</p> <ul style="list-style-type: none"> • Select a particular named shape • Explore characteristics of 2D shapes using mathematical language • Explore characteristics of everyday objects and 3D shapes using mathematical language • Use familiar objects and shapes to create and recreate patterns and build models • Recognise, create, and describe patterns <p>Measurement: Time</p> <ul style="list-style-type: none"> • Orders and sequences familiar events • Measures short periods of time in simple ways • Uses everyday language to compare time and solve problems 	<p>sharing, doubling, and halving</p> <ul style="list-style-type: none"> • Counts in 2s, 5s, and 10s <p>Problem Solving</p> <ul style="list-style-type: none"> • Begins to identify mathematical problems based on own interests and fascinations <p>Money</p> <ul style="list-style-type: none"> • Uses everyday language to talk about money to compare quantities and solve problems <p>Position & Direction</p> <ul style="list-style-type: none"> • Describes relative position (e.g., 'behind', 'next to') • Uses everyday language to talk about position, distance, and direction to compare and solve problems
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	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to develop emotional literacy, promote a positive sense of self, set themselves simple goals, have confidence in their own abilities and develop resilience and patience. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, oral hygiene and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, skills for co-operative and collaborative interaction and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Throughout the year children 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. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>					
<p>Personal, Social and Emotional Development</p>	<p>JIGSAW: Being Me in My World Piece 1: Who...Me? Piece 2: How Am I Feeling Today? Piece 3: Being at School Piece 4: Gentle Hands Piece 5: Our Rights Piece 6: Our Responsibilities</p> <p>TAKING CARE: Protective Behaviours</p> <p>Pantasouraus</p>	<p>JIGSAW: Celebrating Differences Piece 1: What I am good at Piece 2: I’m special, I’m me! Piece 3: Families Piece 4: Houses and Homes Piece 5: Making Friends Piece 6: Standing Up For Yourself</p>	<p>JIGSAW: Dreams and Goals Piece 1: Challenge Piece 2: Never Give Up Piece 3: Setting a Goal Piece 4: Obstacles & Support Piece 5: Flight to the Future Piece 6: Footprint Awards</p> <p>CLEVER NEVER GOES</p>	<p>JIGSAW: Healthy Me Piece 1: Everybody’s Body! Piece 2: We Like to Move It! Piece 3: Food Glorious Food Piece 4: Sweet Dreams Piece 5: Keeping Clean Piece 6: Stranger Danger</p>	<p>JIGSAW: Relationships Piece 1: My Family & Me Piece 2: Make Friends Pt 1 Piece 3: Make Friends Pt 2 Piece 4: Falling Out Pt 1 Piece 5: Falling Out Pt 2 Piece 6: Being the best friend we can be</p>	<p>JIGSAW: Changing Me Piece 1: My Body Piece 2: Respecting My Body Piece 3: Growing Up Piece 4: Fun and Fears Piece 5: Fun and Fears Piece 6: Celebration</p>

<p>Physical Development</p>	<p>Physical activity plays a vital role in children’s overall development, helping them lead happy, healthy, and active lives. From early sensory exploration to building strength, coordination, and spatial awareness, children develop gross and fine motor skills through a mix of planned activities and play—both indoors and outdoors. Gross motor skills lay the foundation for physical health and emotional well-being, while fine motor control supports hand-eye coordination and early literacy. Children will have daily opportunities to strengthen these skills through adult-led activities like Dough Disco, Write Dance, and finger exercises, as well as planned sessions such as Busy Fingers and Finger Gym. They’ll also enjoy child-initiated play using writing and craft materials, small construction, and role play, with access to tools like scissors, tape, paintbrushes, and chalks. Movement breaks and targeted interventions will support children who need additional proprioceptive development to manage physical tasks confidently.</p>				
<p>PE: Gymnastics Unit 1</p> <ul style="list-style-type: none"> • Copy and create shapes with your body. • Create shapes whilst on apparatus. • Develop balancing and taking weight on different body parts. • Develop jumping and landing safely. • Develop rocking and rolling. • Copy and create short sequences by linking actions together. <p>Games: Introduction to PE 1</p> <ul style="list-style-type: none"> • Move safely and sensibly in a space with • Consider others. • Develop moving safely and stopping with control. • Use equipment safely and responsibly. • Use different travelling actions whilst following a path. • Work with others co-operatively and play as a group. • Follow, copy and lead a partner 	<p>PE: Gymnastics Unit 2</p> <ul style="list-style-type: none"> • Create short sequences using shapes, balances and • Travelling actions. • Develop balancing and safely using apparatus. • Develop jumping and landing safely from a height. • Develop rocking and rolling. • Explore travelling around, over and through apparatus. • Create sequences using apparatus. <p>Games: Introduction to PE 2</p> <ul style="list-style-type: none"> • Move around safely in space. • Follow instructions and stop safely. • Stop safely and develop control when using equipment. • Follow instructions and play safely as a group. • Follow a path and take turns. • Work co-operatively with a partner. 	<p>PE: Dance Unit 1</p> <ul style="list-style-type: none"> • Explore different body parts and how they move • Remember and repeat actions. • Express and communicate ideas through movement • Explore directions and levels. • Create movements and adapt and perform simple dance patterns. • Copy and repeat actions showing confidence and imagination. • Move with control and co-ordination, linking, copying and repeating actions. <p>Games: Fundamentals 1</p> <ul style="list-style-type: none"> • Develop balancing whilst stationary and on the move. • Develop running and stopping. • Develop changing direction. • Develop jumping and landing. • Develop hopping and landing with control. • Explore different ways to travel 	<p>PE: Dance Unit 2</p> <ul style="list-style-type: none"> • Copy, repeat and explore actions in response to a theme. • Explore and remember actions considering level, shape and direction. • Explore movement using a prop with control and coordination. • Move with control and co-ordination, expressing ideas through movement. • Remember and repeat actions moving in time with the music. • Explore actions in response to a theme and begin to use counts <p>Games: Fundamentals 2</p> <ul style="list-style-type: none"> • Develop balancing. • Develop running and stopping. • Develop changing direction. • Develop jumping. • Develop hopping. • Explore different ways to travel using equipment. 	<p>PE: Ball Skills Unit 1</p> <ul style="list-style-type: none"> • Develop rolling a ball to a target. • Develop stopping a rolling ball. • Develop accuracy when throwing to a target. • Develop bouncing and catching a ball. • Develop dribbling a ball with your feet. • Develop kicking a ball. <p>Games: Games Unit 1</p> <ul style="list-style-type: none"> • Work safely and develop running and stopping. • Develop throwing and learn how to keep score. • Play games showing an understanding of the different roles within it. • Follow instructions and move safely when playing tagging games. • Work co-operatively and learn to take turns. • Work with others to play team games. 	<p>PE: Ball Skills Unit 2</p> <ul style="list-style-type: none"> • To develop rolling and tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target. <p>Games: Games Unit 2</p> <ul style="list-style-type: none"> • Aim when throwing and practise keeping score. • Follow instructions and move safely when play tagging games. • Learn to play against a partner. • Develop co-ordination and play by the rules. • Explore striking a ball and keeping score. • Work co-operatively as a team.

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<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
<p>Ongoing throughout the year</p>	<p>Past and Present (History): Understand the past through settings, characters and events encountered in books. Compare and contrast characters from stories. People, Cultural and Communities (Geography/ RE): Discussions about similarities and differences in fiction and non-fiction books. Sharing of children’s own cultures and experiences outside of school. New RE Warwickshire syllabus. The Natural World (Science): Plants and flowers, weather and seasons, forest school, exploring natural world around them, changing states of matter. Science investigational skills/ language development. Seasons/ Investigation station with changing resources throughout the year.</p>		
<p>The Natural World (Science)</p>	<p>Animal Adventures Key Skills:</p> <ul style="list-style-type: none"> • With support, ask questions about the natural world. • Comment on what they see and hear in the natural world. • Draw and label pictures of plants and animals. • With support, group objects, plants and animals. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The names of familiar animals (e.g. farm animals, pets and animals seen in storybooks.) • The main body parts of common animals (number of legs, wings, fur and tail). • Animals, including humans, use their senses to explore the world. • Animals need food. • Animals and plants move, grow and feed. • The difference between things that are living and things that are non-living. • Plants and animals live in a range of different places (land, sea, air). • Some different places where animals live on the school site. 	<p>I am a Scientist Key Skills:</p> <ul style="list-style-type: none"> • Ask questions about the natural world with support. • Begin to share ideas and suggestions when working practically. • Begin to make guesses about what might happen. • Comment on what they see and hear in the natural world. • Group objects, plants and animals with support. • Describe their discoveries when working practically. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Some objects move when pushed or pulled. • Some objects freeze or melt. • Objects float or sink. • Day is light because the sun is in the sky. • Night is dark because the sun is not in the sky. • Shadows happen when something blocks the light. • About differences in sound. 	<p>Our Beautiful Planet Key Skills:</p> <ul style="list-style-type: none"> • Commenting on what they see and hear in the natural world. • Recognising that information can be found online and in books. • Drawing and labelling pictures of plants and animals. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Some objects found in nature are natural, e.g. plants and animals. • Names for the basic plant parts (leaves, flowers, stem and roots.) • Some familiar flowering plants (e.g. daisy, rose, sunflower or daffodil). • Plants and animals live in a range of different places. • Some different places where animals live on the school site. • Plants are alive. • Seeds need water to grow. • Seeds grow into plants if taken care of. • Animals and plants move, grow and feed. • The difference between things that are living and things that are non-living. • How to help care for the planet.

	<p>Seasonal Changes (Across the year) Autumn 1: Autumn treasures Autumn 2: Whatever the weather Spring 1: Winter wildlife Spring 2: Springtime magic Summer 1: Sandcastle Science Summer 2: Summer Senses</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Begin to share ideas and suggestions about what to do when working practically. • Begin to make guesses about what might happen. • Comment on what they see and hear in the natural world. • Use non-standard units to measure. • Draw and label pictures of plants and animals. • Recognise that tables can be used to record information. • With support, group objects, plants and animals. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Some trees change in the four seasons. • Some signs of each season (leaves on the ground, cold weather, daffodils growing and sunny weather). • Some animals hibernate or store food in winter. • The weather changes throughout the year. • Compare weather types (rain, sun, snow and wind). 		
<p>People, Cultural and Communities (Geography)</p>	<p>Exploring Maps (Autumn 1) Key Skills:</p> <ul style="list-style-type: none"> • Identify land and water on a map or globe. • Recognise features on maps (real or imaginary). • Create real or imaginary maps even if features are indistinguishable. • Begin to use modelled directional vocabulary when describing features in the surrounding environment. • Begin to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Make observations about the features of places (in stories, photographs or in the school grounds/local area). 	<p>Outdoor Adventures (Spring 1) Key Skills:</p> <ul style="list-style-type: none"> • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Beginning to use the names of the seasons in the correct context. • Asking questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. • Answering simple questions, guided by the teacher. 	<p>Around the World (Summer 1) Key Skills:</p> <ul style="list-style-type: none"> • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Answering simple questions, guided by the teacher. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

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	<ul style="list-style-type: none"> Discuss how environments in stories and images are different to the environment they live in. Answer simple questions, guided by the teacher. Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Ask questions about the world around them. Comment on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. Represent some of the features they notice in their school and school grounds. <p>Key Knowledge:</p> <ul style="list-style-type: none"> A map is a picture of a place. Water is usually represented in blue on a map or globe. Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That a place and its features can be represented in a picture. Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). 	<ul style="list-style-type: none"> Making observations about the features of places (in stories, photographs or in the school grounds/local area). Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Representing some of the features they notice in their school and school grounds. <p>Key Knowledge:</p> <ul style="list-style-type: none"> Know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). Know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). Know that the terms Spring, Summer, Autumn and Winter are used to describe the season. Know some of the key characteristics of each season. Know that there are four seasons in a year marked by certain weather conditions. Know that a place and its features can be represented in a picture. 	<ul style="list-style-type: none"> Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Recognising features on maps (real or imaginary). Identifying land and water on a map or globe. <p>Key Knowledge:</p> <ul style="list-style-type: none"> That places within this country can differ from each other. That there are differences between places in this country and places in other countries. The name of their school and the place where they live. Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). That a map is a picture of a place. That a place and its features can be represented in a picture. That usually water is represented in blue on a map or globe.
<p>People, Cultural and Communities (RE)</p>	<p>Who are the people in sacred stories?</p>	<p>How can people show they belong together?</p>	<p>How do people know how to treat each other?</p>
<p>Past and Present (History)</p>	<p>Peek into the Past (Autumn 2) Key Skills:</p> <ul style="list-style-type: none"> Recounting activities that happened in their past using photos as a prompt. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Recognising that different members of the class may notice different things in photographs from the past. 		<p>Adventures Through Time (Spring 2) Key Skills:</p> <ul style="list-style-type: none"> Recognising that some stories are set a long time ago. Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped). Being aware of changes that happen throughout the year (e.g., seasons and nature). Experiencing cause and effect in play.

	<ul style="list-style-type: none"> • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • Being aware of changes that happen throughout the year (e.g. seasons, nature). • Using photographs and images to make simple observations about the past. • Communicating findings by pointing to images and using simple language to explain their thoughts. • Deciding whether photographs or images (e.g. from stories) depict the past. • Recognising significant dates for them (birthday). • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) • Making simple observations about the past from photographs and images. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • That some photographs and drawings represent the past. • Some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). • That they started as a baby but have since grown and changed. • That someone’s age is the time since they were born. 	<ul style="list-style-type: none"> • Recalling special people in their own lives. • Using stories and non-fiction books to find out about life in the past. • Using photographs and stories to compare the past with the present day. • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.). • Beginning to recognise similarities and differences between the past and today. • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • Making simple observations about the past from photographs and images. • Deciding whether photographs or images (e.g. from stories) depict the past. • Communicating findings by pointing to images and using simple language to explain their thoughts. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The environment around us changes as time passes. • Names of people that are significant to their own lives. • Stories and books can tell us about the past. • In fairy tales, kings/queens are usually important, powerful people who rule over others. • Some interests and achievements from their own lives and the lives of their families and friends. • Some people are older than others. • Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). • Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.) • Some photographs and drawings represent the past.
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Expressive Art and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Art and Design Skills applied and developed throughout the year: Sketching and drawing- enclose space and begin to represent objects. Painting- use tools to apply paint, explore colour and how colours can be changed. Sculpture- manipulate materials to achieve a planned 3D effect. Printing- experiment with different materials to produce a printed image. Collage- Explore a variety of different materials. Experiment with colour, design and texture. Appreciation of artists- talk about what they like or don’t like. Know what an artist is.</p>	<p>A range of learning opportunities will be planned/ initiated by the children to include- Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion, junk modelling activities.</p> <p>Art and Design provides lots of links to Fine Motor Skills. It also enhances language skills as children explain their work to others. The role play element will be greatly supported by the quality texts shared in literacy sessions.</p>				
Music	<p>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions</p>					
	<p>Exploring Sound</p>	<p>Celebration Music</p>	<p>Music and Movement</p>	<p>Musical Stories</p>	<p>Transport</p>	<p>Big Band</p>
	<p>Key Skills:</p> <ul style="list-style-type: none"> • Listen and respond to short musical phrases, songs and rhymes. • Move freely and use different body parts to show how music feels. • Express emotions through facial expressions, body language and movement. • Notice, copy and create sounds from music and the world around them. • Use speaking and singing voices with growing confidence. • Begin to sing in time with the beat (pulse). • Join in with call-and-response, exploring clear vowel sounds. • Explore sound-making using instruments, body percussion and everyday objects. • Try holding and playing instruments in different ways to find what feels right. • Start choosing a preferred hand when using instruments. • Find a steady, comfortable position for singing or playing. • Explore high and low sounds, including using simple pictures or visual cues. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To understand how to listen carefully and talk about what I hear. • To know that sounds can be copied by my voice, body percussion and instruments. • To understand that instruments can be played loudly or softly. 					

Computing	<p>(Non-Statutory but provides a good foundation to be Year 1 Ready) Children will be taught to access Numbotts on the mini ipads at school in addition to their access at home. Continuous provision will include interactive screens (with appropriate activities linked to learning/ modelled as whole class). Children will also have access to 'Tinker Table' to explore how technological items are constructed and what the components are.</p>					
	<ul style="list-style-type: none"> Develop awareness of technology used in everyday life through role play. Tinker Table- children able to dismantle and explore old items of technology to see how they are made up. Follow instructions to interact with the IWB. 	<ul style="list-style-type: none"> Use technology to explore and access digital content- santa nav. Answer basic questions about information displayed in images. Use ipad to take photographs of construction. 	<ul style="list-style-type: none"> Access classroom computer and interactive board – explore information retrieval around animals. Online Safety- Penguin Pig: Stuart Spendlow. Understand that some online content is inappropriate. Know how to ask for help if something online feels unsafe. 	<ul style="list-style-type: none"> Recognise basic parts of computer- mouse, screen keyboard. Understand that information can be public or private. Repeat an action with technology to trigger a reaction. – games/Purple Mash. 	<ul style="list-style-type: none"> Select a digital device to fulfil a particular task, e.g. take a photo. Create digital art work digital portraits. 	<ul style="list-style-type: none"> Access information in a range of formats, e.g. image, video, audio. Input a short sequence of instructions to a control device (beebot).

Assessment Opportunities	<ul style="list-style-type: none"> In-house - Baseline data on entry Identify vulnerable starters. National Baseline data Phonic Keep Up groups identified 	<ul style="list-style-type: none"> On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments Tracker data 	<ul style="list-style-type: none"> GLD Projections for EOY Cluster moderation EYFS team meetings 	<ul style="list-style-type: none"> Pupil progress meetings Parents evening info EYFS team meetings Tracker data 	<ul style="list-style-type: none"> Cluster moderation EYFS team meetings 	<ul style="list-style-type: none"> Pupil progress meetings Parents evening info EYFS team meetings Tracker data Submission of EYFSP (GLD) data
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Early Learning Goals – for the end of the year - Holistic / best fit Judgement						
CLL	PSED	PD	LITERACY	MATHS	UTW	EAD
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>

Early Learning Goals – for the end of the year - Holistic / best fit Judgement (continued)						
CLL	PSED	PD	LITERACY	MATHS	UTW	EAD
<p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>	<p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>

