

# THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

**CARE**  
courage ambition respect enjoyment



# KNOWLEDGE DEVELOPMENT OVERVIEW: EYFS (Early Years)

## CURRICULUM INTENT, IMPLEMENTATION AND IMPACT

### INTENT

At Thakeham, we recognise that all children are unique and they are at the centre of everything that we do. Our aim reflects our school values and is to create a safe and secure learning environment where children can develop their **courage** to be curious and be independent learners, their **ambition** to achieve their full potential whatever their starting point, their **respect** of each other and the school family and their **enjoyment** in learning. We aim to work collaboratively with parents and carers to achieve this.

Our curriculum is planned around the children's prior knowledge and interests. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to enhance learning, support them in achieving their next steps and give them the skills, knowledge and understanding they need to prepare them for Ks1 and beyond.

### IMPLEMENTATION

At Thakeham Primary School, we follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

**Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships** – Children learn to be strong and independent through positive relationships.

**Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

**Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Pupils learn through a balance of child-initiated and adult-directed activities to ensure children make rapid progress before moving onto Year 1.

The children engage in planned, focussed activities as well as self-initiated activities across our indoor and outdoor learning environments which supports and challenges learning. The activities will stimulate the children physically and mentally developing the health and wellbeing of our children and will give them the encouragement to manage risk and develop resilience. Areas of need and next steps are identified for all children to ensure good progress is made. In planning and guiding children's activities we acknowledge the different ways that children learn and reflect these in our practice.

The learning experiences within our EYFS curriculum are linked to the National Curriculum seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

**Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. At Thakeham we use the Jigsaw PSHE scheme of work alongside local/ national relevant topics.

**Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As the children grow and make progress in the prime areas, they will naturally develop skills within the four specific areas. These are:

**Literacy** – reading is at the heart of our EYFS curriculum. The early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. At Thakeham we use the rigorous and highly successful Read Write Inc synthetic phonics programme. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures. At Thakeham we use the maths mastery approach to learn and develop these skills.

**Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The teaching of these areas of learning is varied with a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:-

Playing and exploring - children investigate and experience things, and 'have a go';

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The immediate school grounds offers a forest school area which the children have access to throughout the year and enriches their explorative learning and play in many ways.

Staff in the EYFS make regular informal observations of the children's learning. These observations are shared together with staff and parents on Tapestry and ensures that we can work collaboratively to support the child in their next steps. Parents consultations take place 3x throughout the year as well as parent workshops, drop in sessions, invitations to class events and the more formal annual school report.

Staff support transition into Key Stage 1. Preparing children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of Reception and the start of Year 1.

## IMPACT

We aim that all children will make accelerated progress from their starting point and reach their full potential. We anticipate that our curriculum will ensure that children are equipped with skill sets and prepared for the future. During their time in EYFS their individuality will be valued and the unique child will have every opportunity to achieve and excel, based upon their own personal strengths, interest and core values whilst learning in EYFS, and in the future.

Our Children will;

- feel valued and respected
- foster a culture of curiosity and inquiry,
- think critically, ask questions and solve problems.
- take pride in all that they do themselves, others and their community.
- demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge whilst managing risks.
- develop a sense of self-awareness and become confident in their own abilities.
- be kind, respectful and honest, demonstrating inclusive attitudes, tolerance to the views of others and have a sense of their role in wider society.

We believe that education is a lifelong journey, and we prepare our pupils for success in education and beyond.



## National Curriculum Requirements

We carefully follow the requirements of the EYFS Statutory Framework. You can find details of it here:

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

| KNOWLEDGE DEVELOPMENT                             |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Communication and Language</b>                 | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                   | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                    | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                     | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Listening, Attention and Understanding</b>     | Follows a series of instructions.<br>Listens to stories and can recall the main events.<br>Contributes sensible comments to discussions and conversations.                                                                                   | Listens carefully at story time and can retain what has been heard and recall key points.<br>Responds to a series of instructions and responds to a range of questions.<br>Contributes relevant comments in discussions.                                                                                                                                                                                | Can switch attention from one task to another.<br>Follows complex instructions.<br>Responds to discussion with comments and questions.<br>Is able to listen in whole school assemblies and recall some of the themes and comments at a later stage.                      | 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.<br>Make comments about what they have heard and ask questions to clarify their understanding.<br>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.                                                                                                                                 |
| <b>Speaking</b>                                   | Engages in conversation with adults and peers.<br>Uses plurals and some tenses correctly.<br>Can ask questions and respond appropriately to questions asked.                                                                                 | Communicates confidently with peers and adults.<br>Uses talks to communicate needs, news, feelings and ideas.<br>Uses new vocabulary.                                                                                                                                                                                                                                                                   | Enjoys being part of conversations and discussions and uses new vocabulary in context.<br>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.                                               | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>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. |
| <b>Personal, Social and Emotional Development</b> | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                   | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                    | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                     | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Self-Regulation</b>                            | Can focus attention in a group situation for a short period of time and can follow a series of instructions.<br>Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.                               | Can focus attention on a single task or activity.<br>Is able to transfer their attention between tasks when asked to do so.<br>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.<br>Can focus attention in a whole class group for a teaching session, e.g. phonics.<br>Is willing to keep trying if something is difficult or challenging. | Can label and talk about own and others' emotions.<br>Responds well to more complex instructions in smaller groups.<br>Completes set challenges/tasks independently.<br>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.                                                          |
| <b>Managing Self</b>                              | Confident to access the environment with minimal support and follows the rules as part of the new routine.<br>Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.                                  | Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.<br>Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School.<br>Washes hands without reminders.                                                                                                                  | More confident to tackle new challenges and with encouragement will keep going.<br>Follows school and class rules and can talk about their importance.<br>Knows some ways to keep healthy.                                                                               | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.                                                                                                                                                |
| <b>Building Relationships</b>                     | Can play with other children as part of a game or activity, without adult support.<br>Can take turns and share sometimes with adult support.<br>Makes new friends in the class, and talks to adults to share news or as part of an activity. | Is aware of the needs of others but can find it hard to let others take the lead.<br>Interacts with a variety of children and is building good relationships with adults and other children.<br>Is able to identify when another child is upset and respond appropriately.                                                                                                                              | Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.<br>Uses words to solve conflicts.<br>Takes turns in group activities.<br>Identifies how others feel and responds appropriately.                  | Work and play cooperatively and take turns with others.<br>Form positive attachments to adults and friendships with peers.<br>Show sensitivity to their own and others' needs.                                                                                                                                                                                                                                                                                                                                |
| <b>Physical Development</b>                       | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                   | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                    | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                     | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Gross Motor Skills</b>                         | Has good coordination and balance when negotiating equipment and other people.<br>Is able to tackle parts of the trim trail, e.g. bridge, step.                                                                                              | Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.                                                                                                                                                                                                                                                                                                                             | Can throw, kick, pass and catch a large ball.<br>Able to balance on and off equipment.<br>Can jump safely from a piece of equipment.                                                                                                                                     | Negotiate space and obstacles safely, with consideration for themselves and others.                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                            | Uses trikes and scooters confidently.<br>Uses brooms to brush and spades to dig in sand and soil.                                                                                                                                                                                                                                           | Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.<br>Uses large construction to build.                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                            | Demonstrate strength, balance and coordination when playing.<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.                                                                                                                                                                                                                    |
| Fine Motor Skills          | Can use scissors to make snips and cut lines, holding scissors in one hand.<br>Can copy some recognisable letter shapes from name.<br>Holds pencil in fingers rather than a whole hand grasp.<br>Shows a preference for a dominant hand.<br>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). | Attempts to use a tripod grip with some consistency.<br>Often chooses to draw, representing recognisable objects or shapes in work.<br>Use scissors to cut along curved lines, holding scissors in the correct position.<br>Is able to mould and shape clay with fingers and tools.               | Sits at a table to write.<br>Holds a pencil in a tripod grip.<br>Uses scissors to cut around more complex shapes, e.g. split pin characters.                                                                                                                                                                                                                                                               | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>Use a range of small tools, including scissors, paint brushes and cutlery.<br>Begin to show accuracy and care when drawing.                                                                                                                                   |
| Literacy                   | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                                                                                                                  | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                              | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                             |
| Comprehension              | Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.<br>Joins in with familiar rhymes and songs.                                                                                                                                                          | Has a love of stories and listens attentively to story time.<br>Enjoys talking to others about favourite stories.<br>Is able to talk about the main events in the story and predict what might happen.<br>Can retell a story using role play or small world resources, using some story language. | Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.<br>Identifies non-fiction texts, remembering facts.                                                                                                                                                                                                                              | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>Anticipate – where appropriate – key events in stories.<br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.               |
| Word Reading               | Can discriminate between sounds.<br>Can keep a simple rhythm and match rhyming words.<br>Is able to recognise own name.<br>Starting to say the initial sound in a word.                                                                                                                                                                     | Can match Set 1 graphemes and phonemes.<br>Can blend and read Set 1 cvc words.<br>Can read Set 1 captions.<br>Can read some red words                                                                                                                                                             | Reads books with a range of Set 1 and 2 words and tricky words and shows a good understanding of what has been read.<br>Confidently recognises an increasing range of red words.<br>Says the sound for each Set 1 and knows some Set 2 graphemes.                                                                                                                                                          | Say a sound for each letter in the alphabet and at least 10 digraphs.<br>Read words consistent with their phonic knowledge by sound-blending.<br>Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.                                                                                         |
| Writing                    | Starting to say the initial sound in a word.<br>Uses some recognisable letter shapes when writing own name.                                                                                                                                                                                                                                 | Can segment and spell Set 1 cvc words.<br>Can match Set 1 graphemes and phonemes.<br>Writes cvc words and labels.<br>Says a simple sentence for writing (oral and count words).<br>Writes some lower case letters correctly.<br>Uses some upper case letters, e.g. for own name, Mum and Dad.     | Writes some upper case letters correctly.<br>Writes most lower case letters correctly using a tripod grip.<br>Says the sound for each Set 1 and knows some Set 2 graphemes.<br>Writes cvc words and labels using Set 1 and 2 phonemes.<br>Spells some tricky words.<br>Write captions.<br>Is starting to write short sentences.<br>Uses finger spacing between words.<br>Reads sentences back to an adult. | Write recognisable letters, most of which are correctly formed.<br>Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>Write simple phrases and sentences that can be read by others.                                                                                                                                      |
| Mathematics                | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                                                                                                                  | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                              | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                             |
| Number                     | Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.<br>Rote counts to 10 and subitises to 3.                                                                                                                                                                                   | Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.                                                                                                                                                                                                | Developing sense of numbers beyond 5 and can subitise to 6.<br>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.<br>Recalls some double facts to 10.                                                                                                                                                                           | Have a deep understanding of number to 10, including the composition of each number.<br>Subitise (recognise quantities without counting) up to 5.<br>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.                                   |
| Numerical Patterns         | Compares amounts using the language of 'more'.<br>Reads numerals to 5 and matches to an amount.<br>Orders numbers to 5.                                                                                                                                                                                                                     | Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.<br>Recognises numbers to 10 and puts them in order.                                                                                                          | Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.<br>Recognises patterns within number.                                                                                                                                                                                                                                                         | Verbally count beyond 20, recognising the pattern of the counting system.<br>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>Explore and represent patterns within numbers up to, including evens and odds, double facts and how quantities can be distributed equally. |
| Shape, Space and Measure   | Uses some everyday language to talk about and compare size and shape.<br>Recognises a repeated pattern and is beginning to create own patterns and arrangements.                                                                                                                                                                            | Uses some shape names appropriately and understands prepositional language.<br>Creates a repeated pattern with colour and shape.                                                                                                                                                                  | Uses mathematical language to compare and talk about shape and size.                                                                                                                                                                                                                                                                                                                                       | Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.<br>Can name simple 2D shapes and some 3D solids.                                                                                                                                                                                                         |
| Understanding of the World | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                                                                                                                  | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                              | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                             |

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| <b>Past and Present</b>                 | Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.                                                                                                                                           | Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.                                                                                                                               | Understands that people do different jobs and have different roles to play in society.<br>Can talk about some ways in which life was different in the past.                                                                                                                                                                                                                                                                                      | Talk about the lives of the people around them and their roles in society.<br>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.<br>Understand the past through settings, characters and events encountered in books read in class and storytelling.                                                                                                                                     |
| <b>People, Culture and Communities</b>  | Talks about the world around them and the people and places that are familiar.                                                                                                                                                                                                   | Listens carefully to stories about different places and from different cultures.<br>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.                                                                                                                  | Has a wider understanding of the wider world and draws comparisons between own local environment and other places.<br>Looks at, and makes maps, of local environment.<br>Describes a journey within the local environment.<br>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. | Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.<br>Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br>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. |
| <b>The Natural World</b>                | Explores the natural world and talks about the things that are noticed.<br>Recognises change and can describe what is happening.                                                                                                                                                 | Shows an interest in finding out about different plants and animals and can talk about those which are of importance to them (e.g. favourite animals, pets etc)<br>Notices, observes and talks about seasonal changes.                                                                                                     | Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.<br>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, life cycle                                                                                                                                                    | Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>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.<br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.                                                       |
| <b>Expressive Arts and Design</b>       | <b>Baseline Checkpoint</b>                                                                                                                                                                                                                                                       | <b>End of Autumn Term Checkpoint</b>                                                                                                                                                                                                                                                                                       | <b>End of Spring Term Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>End of EYFS Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Creating with Materials</b>          | Uses a range of different techniques and variety of materials, e.g. paint, collage.<br>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.<br>Uses drawing materials to create pictures with a range of lines and shapes. | Makes some independent choices about the resources needed and talks about creations.<br>Uses different textures in creations and will combine media.<br>Cuts along curved lines with scissors and uses moulding tools with malleable materials.<br>Uses a range of shapes and colours to represent observational drawings. | Uses different techniques and materials to achieve the desired effect and can talk about what has been created.<br>Mixes colours to produce different shades and combines materials to create different textures.<br>Is beginning to plan a design before starting.<br>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.                                                                | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br>Share their creations, explaining the processes they have used<br>Make use of props and materials when role playing characters in narrative and stories                                                                                                                                                                                      |
| <b>Being Imaginative and Expressive</b> | Experiments with a range of instruments.<br>Joins in with singing songs and nursery rhymes in a familiar group.<br>Accesses role play and small world resources, sometimes playing with others to develop storylines.                                                            | Plays alongside others to develop storylines in role play or small world.<br>Sings familiar songs.<br>Rehearses for, and performs in, the nativity play.<br>Moves in response to music.                                                                                                                                    | Uses instruments for a desired purpose.<br>Can sing and perform a range of songs and nursery rhymes as part of a class or group.<br>Along with others, collects resources to develop own role play storylines.                                                                                                                                                                                                                                   | Invent, adapt and recount narrative and stories with peers and their teachers<br>Sing a range of well-known nursery rhymes and songs<br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music                                                                                                                                                                                                                              |

Last audited: 6.2.24 by WMC