

Enstone Primary EYFS Progression of Skills

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

Communication and Language

ELG Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To follows two-step instructions. To listen to stories and share experiences linked to story. To contribute sensible comments to discussions and conversations.	To listen carefully at story time and retain what has been heard and recall key points. To respond to a series of instructions. To learn new vocabulary.	To switch attention from one task to another. To follow complex instructions. To respond to discussion with comments and questions.	Understand how to listen carefully and understand why listening is important. Listens carefully to rhymes and songs, paying attention to how they sound.	To 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. To make comments about what they have heard and ask questions to clarify their understanding.	To hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking	To engage in conversation with adults and peers. To use plurals and some tenses correctly. To ask questions.	To communicate confidently with peers and adults To connect one idea or action to another using a range of connectives. To articulate ideas in well-formed sentences. To develop social phrases. To listen to and talk about stories to build familiarity and understanding.	To enjoy being part of conversations and discussions and use new vocabulary in context To use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas. To describe events in some detail. To learn rhymes poems and songs.	To use talk to help work out problems, organise thinking and activities. To explain how things work and why they might happen. To retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. To talk about a selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	To use talk to organise, sequence and clarify their thinking, ideas, feelings and events. To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To 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

Personal, Social and Emotional Development

ELG Self - Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and 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.

ELG Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self- regulation	To focus attention in a group situation for a short period of time and can follow a series of instructions. To talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.	To identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. To focus attention in a whole class group for a teaching session, e.g. phonics. To keep trying if something is difficult or challenging.	To label and talk about own and others' emotions. To talk about ways that skills can be improved and to demonstrate pride in achievements.	To show resilience and perseverance in the face of challenge. To identify and moderate their own feelings socially and emotionally.	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and 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 an activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To independently be able to - Use the toilet - Wash hands To confidently access the environment with minimal support and follows the rules as part of the new routine.	To express their own feelings and begin to consider the feelings of others. To persevere with fastenings on coats and follow instructions to dress and undress for PE. To wash hands without reminders. To begin to talk about the different factors that support their overall health and well being	To begin to show resilience and perseverance when faced with a challenge. To follow the school and class rules. To independently manage to fasten a zipper on a coat and buttons. To consider the feelings of others.	To know and talk about the different factors that support their overall health and wellbeing.	To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To explain the reasons for rules, know right from wrong and try to behave accordingly.	To show resilience and perseverance in the face of challenge. To show a 'can do' attitude to change and transition.

		To follow class rules and routines				
Building Relationships	To seek support from adults when needed. To play with other children as part of a game or activity, without adult support. To take turns and share sometimes with adult support. To make new friends in the class and talk to adults to share news or as part of an activity.	To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To build constructive and respectful relationships with adults and peers. To be able to identify when another child is upset and respond appropriately.	To take turns during group work and when playing games together. To cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.	To identify how others feel and respond appropriately. To talk about the perspective of others.	To develop relationships and communicate with other adults around the school – to support transition. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. Show sensitivity to their own and others' needs.

Physical Development

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	To demonstrate good coordination and balance when negotiating equipment.	To climb over, under and through obstacles, e.g. climbing frame and	To throw, kick, pass and catch a large ball. To balance on and off equipment.	To confidently and safely use a range of large and small apparatus indoors and	To negotiate space and obstacles safely, with consideration for themselves and others.	To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	To tackle parts of the climbing frame, e.g., low climbing wall, steps, ladder. To use a range of ways to move appropriately, e.g. jumping, hopping, sliding.	large construction obstacle courses. To use large construction to build. To use their core muscle strength to achieve a good posture.	To jump safely from a piece of equipment. To combine different movements with ease and fluency.	outdoors, alone and in a group. To develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	To demonstrate strength, balance and coordination when playing.	
Fine Motor Skills	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.	To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation.	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.	To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.	To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.	To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.

Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non fiction, poems and rhyme.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures or props. To identify and talk about the characters in books they are enjoying listening to or reading.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.
Word Reading	To recognise their name. To recognise taught Phase 2 sounds	To recognise taught Phase 2 sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)	To recognise taught Phase 2 sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)	To recognise taught Phase 2 sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)	To recognise taught Phase 2 sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)	To recognise taught Phase 2 sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)

	(s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r) To recognise taught Phase 2 Tricky Words (to, the, no, go) To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog.	To recognise taught Phase 2 Tricky Words (to, the, no, go, l, into, her) To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds and Tricky Words. To read books matching their phonics ability	To recognise taught Phase 3 sounds (<i>j, v, w, x, y, z, zz, qu</i>) To recognise taught Phase 2 and 3 Tricky Words (to, the, no, go, l, into, her, me, be, he, my, by, she) To read books matching their phonics ability To read captions and sentences using taught sounds and Tricky Words.	To recognise taught Phase 3 sounds (<i>j, v, w, x, y, z, zz, qu</i> ch, sh, th, ng, ai, ee, igh, oa, oo) To recognise taught Phase 2 and 3 Tricky Words (to, the, no, go, l, into, her, me, be, he, my, by, she, they, we, are) To read books matching their phonics ability To read captions and sentences using taught sounds and Tricky Words.	To recognise taught Phase 3 sounds (<i>j, v, w, x, y, z, zz, qu</i> ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er) To recognise taught Phase 2 and 3 Tricky Words (to, the, no, go, l, into, her, me, be, he, my, by, she, they, we, are, you, all, was, give) To read books matching their phonics ability To read captions and sentences using taught sounds and Tricky Words.	To recognise taught Phase 3 sounds (<i>j, v, w, x, y, z, zz, qu</i> ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er) To recognise taught Phase 2, 3 and 4 Tricky Words (to, the, no, go, l, into, her, me, be, he, my, by, she, they, we, are, you, all, was, give, said, have, like, so, do, some, come, were, there, little, one, when, out, what) To read books matching their phonics ability. To read captions and sentences using taught sounds and Tricky Words.
Writing	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds. To spell some taught Tricky Words correctly.	To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to write longer words and compound words which are spelt phonetically.

				To spell words using taught sounds. To spell some taught Tricky Words correctly.	To begin to read their written work back and check for meaning.	To spell some taught Tricky Words correctly. To begin to read their written work back and check for meaning.
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Mathematics

ELG Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

ELG Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure

There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	To find 1, 2, 3 To subitise 1, 2, 3 To represent 1, 2, 3 To explore the composition of numbers 1, 2 and 3	To find 4 and 5 To subitise 4 and 5 To represent 4 and 5 To recognise 0 To explore the composition of numbers to 5	To find 6, 7, 8 To represent 6, 7, 8 To explore the composition of numbers to 8 To conceptual subitise numbers to 8	To find 9 and 10 To represent 9 and 10 To conceptual subitise numbers to 10 To explore the composition of numbers to 10 To make bonds to 10	To add more To say how many were added To take away To say how many were taken away	To deepen understanding of numbers to 10 To solve simple number problems To know the composition of numbers to 10 To know addition and subtraction facts of numbers to 10
Numerical Patterns	To compare quantities To count to 5 To find one more and one less of numbers to 3	To find one more and one less of numbers to 5 To count to 10	To find one more and one less of numbers to 8 To make pairs- odds and evens	To compare numbers to 10 To find one more and one less of numbers to 10	To build numbers to 20 To continue patterns to 20 To verbally count beyond 20	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd

			To find and make doubles to 8	To begin to count beyond 10 To find and make doubles to 10 To explore odd and even numbers	To explore sharing and grouping	To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s
Shape, Space and Measures	To match and sort objects To explore sorting techniques To compare size, mass and capacity To explore simple patterns To copy, continue and create simple patterns	To identify, name and compare circles and triangles To find shapes in the environment To describe positions To identify shapes with 4 sides To combine shapes with 4 sides To talk about what happens in the day and what happens at night.	To explore and compare mass, capacity, length and height To find a balance To talk about time To order and sequence time	To name and recognise 3D shapes To find 2D shapes within 3D shapes To use 3D shapes for tasks To find 3D shapes in the environment. To identify more complex patterns. To copy and continue patterns. To find patterns in the environment.	To select shapes for a purpose To rotate and manipulate shapes To explain shape arrangements To compose and decompose shapes. To copy a 2D shape picture	To identify units of repeating patterns To create rules for patterns To replicate and build scenes and construction To visualise from different directions To give directions To explore mapping To create maps

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Technology

There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

Area	Autumn	Spring	Summer
Past and Present	Beginning to sequence events when describing them (e.g. daily routines, events in a story). 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...”). Recounting activities that happened in their past using photos as a prompt. Beginning to recognise similarities and differences between the past and today. Recognising that different members of the class may notice different things in photographs from the past. 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.	Recognising that some stories are set a long time ago. Being aware of changes that happen throughout the year (e.g., seasons and nature). 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. 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.	To know about the past through settings, characters and events encountered in books read in class and storytelling. Making simple observations about the past from photographs and images. 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. Communicating findings by pointing to images and using simple language to explain their thoughts.
People, Cultures and Communities	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Ask questions about the world around them. Commenting on the features they see in their school and school grounds.	Making observations about the features of places (in stories, photographs or in the school grounds/local area). Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Identifying land and water on a map or globe. Discussing how environments in stories and images are different to the environment they live in. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

	To be able to talk about their own lives – my family, my school, my world. To recognise similarities and differences between themselves and their peers. Harvest To know about people who help us within the local community. To talk about how Hindus celebrate Diwali. To know that Christians celebrate Christmas To know the Christmas story and how it is celebrated. Discussing how environments in stories and images are different to the environment they live in.	Commenting on the features they see in their school and school grounds. Representing some of the features they notice in their school and school grounds. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable. To talk about Chinese New Year To know that Christians celebrate Easter.	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).
The Natural World	To know the name of simple body parts. To know the names of a variety of fruits and vegetables. To name farm animals and identify where they live To describe what they can see, hear, smell and feel. To describe what they can see, hear, smell and feel when they are outside. To know some important processes and changes in the natural world including states of matter. To know that some animals are nocturnal To know about and recognise the signs of Autumn	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (floating and sinking) To know about features of my own immediate environment and how they might vary from another (jungle and desert) To know about and recognise the signs of Spring To identify the different parts of plants and flowers. Explore different types of animals and sort them based on their features. Explore simple forces eg push and pull.	To identify the similarities and differences between cities, villages and towns. To identify the key features of ocean habitats and animals which live under water. To know about and recognise the signs of Summer. To identify objects and materials and compare their suitability for a particular purpose. To identify ways to keep healthy. To talk about how materials can be recycled in different ways depending on what they are made of. To describe pollination and how plants attract different wildlife.

			To identify similarities and differences between minibeasts.
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e safety. To use the iPad to take pictures To draw pictures on the IWB and be able to select colours.	To access, understand and interact with a range of technology within the Year R environment To draw pictures of the IWB and be able to select colours and change pen size. To use the IWB, changing games and programmes	To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information To begin to give reasons why we need to stay safe online To use the Bee Bots and program them to go forwards and backwards To type their name using a laptop

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.

Area	Autumn	Spring	Summer
Creating with Materials	To experiment with different mark making tools such as art pencils, pastels, chalk. To draw and colour with pencils and crayons. To use colours for a particular purpose To create simple representations of people and objects.	To experiment with colouring mixing. To use colours for a particular purpose. To create landscape collages inspired by the work of Megan Coyle. To be able to identify texture, shape and colour. To explore a range of materials.	To use materials to explore sculpture. To design and make models with a purpose. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.

	To explore different techniques for joining materials (glue stick, PVA) To role play using given props and costumes To use different construction materials To use some cooking techniques (spreading, cutting)	To continue to explore joining techniques for a range of materials (glue stick, PVA, masking tape, tape) To use collage materials and different textures to create puppets. To make props and costumes for different role play scenarios. To use some cooking techniques (spreading, cutting, threading, coring, mixing)	To continue to explore joining techniques for a range of materials (glue stick, PVA, masking tape, tape, split pins) To share creations, talk about process and evaluate their work. To adapt work where necessary.
Being Imaginative and Expressive	To sing and perform nursery rhymes To move in time to music To join in with whole school singing assemblies To experiment with different instruments and their sounds To perform a song in the Christmas Play To learn and perform a poem. To join in with whole school singing assemblies	To create musical patterns using untuned instruments To learn dance routines To perform songs at the Easter Concert To join in with whole school singing assemblies	To join in with whole school singing assemblies To act out well know stories To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned and untuned instruments