

EYFS: Wren Class: Long Term Plan 2025-2026 – incorporating ‘Curious City’

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Curious City Characters and ‘States of Being’												
EYFS Enquiries	Who are we? <i>Ourselves – then and now</i> <i>Our families</i> <i>Being part of a school</i> <i>Being a Wren at Wyke</i>		What is Autumn? <i>Colours</i> <i>Seasons</i> <i>Darkness</i> <i>Hibernation</i>	How do people celebrate? <i>(inc Christmas and Diwali)</i>	What is winter? <i>Water/Ice</i> <i>Keeping warm</i>	What stories do we know? <i>Traditional stories</i> <i>Characters</i> <i>Materials</i>	How do we move? <i>Animals/Us – bodies: muscles and bones.</i> <i>Wheels</i> <i>Past/Present vehicles</i>	What is Easter? <i>Spring</i> <i>New Life</i> <i>Life cycles</i>	What lives and grows near us? <i>Spring and growth</i> <i>Minibeasts</i> <i>Being healthy</i>		Where can we go? <i>Where are we now – home</i> <i>Our street/our school/our town.</i> <i>Travel and Journeys</i> <i>Holidays</i> <i>Our world</i> <i>Transition to Year 1</i>	
End of Enquiry Challenge	Floorbook introduction and display		Class Autumn poem with actions.	Christmas Performance	Rescue the toys from the ice	Set up a ‘swap shop’ book library	Design and make a vehicle that can move.		Grow a plant Hatch some chicks or some butterflies.		Plan and go on a journey	
Texts – to be confirmed termly	The Colour Monster Colour Monster Goes to School Funnybones So Much! Titch Owl Babies Happy in our skin Elmer Super Duper You! Once there were giants		Squirrel’s Busy Year Tree: Seasons come, Seasons Go A Hibernation Story Pumpkin Soup The Jolly Christmas Postman Stickman Jesus’ Christmas Party The Christmas Story		The Snowman Kipper’s Snowy day Penguin Small Winnie in Winter On the Way Home The Three Little Pigs Goldilocks Three Billy Goats Gruff		Naughty Bus The Train Ride The 100 Decker Bus Mrs Armitage on Wheels Beegu The Easter Story We’re going on an Easter Hunt		The Hungry Caterpillar Jasper’s Beanstalk Jack and the Beanstalk Oliver’s Vegetables Handa’s Surprise The Extraordinary Gardener Tad The Bad Tempered Ladybird The Very Busy Spider		Home In every house, on every street Rosie’s Walk Journey The Snail and the Whale You Choose Atlases Things I can do to help my world	
Possible Experiences	Starting school!	Harvest Festival	Stourhead Visit – Autumn walk Dark Tent – hibernation Poppy Day and Ch in N day. Nativity Church visit		Winter walk Library visit		Mr Baker - old vehicle visit Wheels Day Train Ride World Book Day		Visit to the garden centre.		Firefighter visit Moors valley – children help to plan the trip to conclude their enquiry. Or ‘Try the Train’	
PRIME: Communication	The development of children’s spoken language underpins all seven areas of learning and development. C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies, daily stories and singing/rhyme times.											

and Language GOAL: To become a Lively Linguist! 	Understand a question or instruction with two parts. Listen and respond to a story. Talk about a familiar experience. Engage in a conversation with an adult or peer. Take part in pretend play. Take part in a circle game. Express a point of view 'I like...'; 'I don't like...' Talk about a familiar book. Ask a question. Attempt to use some plurals/tenses.	Respond to a simple set of instructions or questions. Listen and respond to stories – recalling main events. Listen in a range of situations Develop their vocabulary – using words from topics and stories covered in class. Start a conversation with a friend or an adult. Use some multi-syllabic words. Use talk to organise their play. Use talk to communicate needs, news, feelings and ideas. Listen and join in with simple rhymes, poems and songs Take part in simple discussions Take part in 'Helicopter Stories'	Understand how to listen carefully. Understand why listening is important. Listen to, and talk about, stories to build familiarity and understanding. Start to recognise and use some story language. Begin to make predictions about what will happen next in a story. Ask questions to find out more and to check they understand what has been said to them. Play a role in class discussions. Use some plurals/tenses. Take part in 'Helicopter Stories'	Listen attentively in a range of situations – understanding how to listen well. Switch attention from one task to another. Listen to, talk about and ask questions about stories. Make predictions when reading stories. Follow more complex instructions. Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking. Engage in non-fiction books. Retell a story using some story language. Describe an event in some detail. Ask how and why questions. Take part in 'Helicopter Stories'	Listen to, and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary. Listen during an assembly and recall some of what was said. Hold a back-and-forth conversation with an adult or peer. Join in with simple rhymes, poems and songs learnt throughout the year. Use talk in different ways – to develop thinking, to collaborate, to plan with others and to express ideas. Explain how things work and why things might happen. Articulate their ideas in well-formed sentences.	ELGs: 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. 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.
PRIME: Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Children will have daily access to outdoor space to revise and refine the fundamental movement skills they have already acquired. They will learn about the different factors that support their overall health and wellbeing and develop the skills they need to manage the school day successfully. Fine motor control and precision will be practised daily and helps with hand-eye co-ordination, which is later linked to early literacy.					

GOAL: Gross Motor: To become an Amazing Athlete 	Baseline activities – including introducing and using the large apparatus safely. ‘Storycises’ sessions to build core strength Introduction of PE lessons: PE Hub: Body Management: to perform rolls. to show some body control. to perform different jumps. to jump using apparatus. to travel across apparatus. to work as part of a team. Beginning to use a trike and scooter independently. Weekly ‘GO’ Learning sessions (Get Outdoors)	Continue ‘Storycises’ sessions to build core strength PE Hub: Cooperate and solve problems: to follow a trail with a partner. to play parachute games. to make jumping patterns. to create movement patterns. to lead a partner in tapping patterns. to navigate obstacles. Use large construction to build. Beginning to use a trike and scooter independently GO (Get Outdoors) Learning	Continue ‘Storycises’ as an intervention for those who need to continue to build core strength PE Hub: Dance: to move to the count of 8. to perform with a partner to the count of 8. to work with a partner to perform. to perform a dance using 4 actions to link new actions with ones we already know. to practice and perform a dance about Africa. GO (Get Outdoors) Learning	Continue ‘Storycises’ as an intervention for those who need to continue to build core strength PE Hub: Gymnastics: to link different shapes and ways of moving. to egg roll and log roll. to follow different pathways. to balance on points and patches. to perform our story to music. to use a start and finish position. GO (Get Outdoors) Learning	Continue ‘Storycises’ as an intervention for those who need to continue to build core strength PE Hub: Manipulation and coordination: to play parachute games. to use equipment to perform actions. to use a baton to push beanbags and balls. to use a baton to dribble. to perform different jumps. to handle a hoop. Sports Day activities GO (Get Outdoors) Learning	PE Hub: Speed, agility, travel: to move beanbags and balls. to move in different ways. to jump on, off and over. to perform circle dances. to use strength to hold shapes. to work in a team. GO (Get Outdoors) Learning ELG: 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.
GOAL: Fine Motor: To become an Excellent Engineer! 	Develop their small motor skills in daily ‘Funky Fingers’ Use scissors to make snips holding scissors in one hand. Hold pencil in fingers rather than a whole hand grasp. Show a preference for a dominant hand. Use drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). Able to mould and shape clay with fingers and tools. Copy some recognisable letter shapes from name. Encouraged to hold cutlery correctly.	Develop their small motor skills in daily ‘Funky Fingers’ Develop muscle tone to put pencil pressure on paper. Hold pencil effectively with comfortable grip – attempting a tripod grip independently. Use tools to effect changes to materials Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to make snips and cut lines, holding scissors in one hand. Begin to form letters correctly.	Develop their small motor skills in daily ‘Funky Fingers’ Hold pencil effectively with comfortable grip - attempting to use a tripod grip with some consistency. Sits with good posture at a table to write. Handle tools, objects, construction and malleable materials with increasing control. Use scissors to cut along curved lines, holding scissors in the correct position. Becoming more independent with cutlery – able to use a knife to cut soft foods.	Develop their small motor skills in daily ‘Funky Fingers’ Develop and strengthen tripod pencil grip. Most letters correctly formed. Sits with good posture at a table to write. Handle tools, objects, construction and malleable materials with increasing control. Cut along a straight line with scissors, then a curved line - like a circle	Develop their small motor skills in daily ‘Funky Fingers’ Develop the foundations of a handwriting style which is fast, accurate and efficient. Use one hand consistently for fine motor tasks Use scissors to cut around more complex shapes. Use a knife and fork independently.	ELG: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.
PRIME: PSED	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and fundamental to their cognitive development. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.					

and 'Jigsaw' scheme GOALS: To become a Compassionate citizen; An Independent Individual And a Fantastic Friend!   	Jigsaw PSHE scheme: Being me in my world. Focus attention for a short period of time. Talk about their feelings using words like 'happy', 'sad', 'angry'. Confident to access the environment with minimal support. Start to manage their own needs – with a little help/a few reminders: • Toileting • Washing hands • Drink • Snack • Coats • Changing for PE Play with other children -taking turns or sharing with a little adult support. Start to be aware of class/school rules and expectations. Begin to build relationships with the adults and children in class. Leuven Scales	Jigsaw PSHE scheme: Celebrating difference Identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous... Begin to think how others may be feeling. Focus attention in a whole class group for a teaching session. Learning to persevere when facing a challenge. Makes independent choices and confident to try new things. Increasingly follow class/school rules and understand why it is important to do so. Becomes more independent managing their own needs. Build good relationships with adults and peers. Begin to develop appropriate ways of being assertive in their play. Introduce 'Rainbow Challenges'	Jigsaw PSHE scheme: Dreams and Goals Show confidence in new social situations. Not always needing an adult to remind them of a rule. Continue to develop the skills needed to manage the school day – follow routines more independently. Become more aware of how others are feeling – identifying when another child is upset and responding appropriately. Develop managing their own needs with increasing perseverance and resilience. Able to see themselves as valuable and be positive about themselves. Celebrate difference and begin to show tolerance. Rainbow Challenges.	Jigsaw PSHE scheme: Healthy Me More confident to tackle new challenges. Understands we learn from mistakes. Follows school and class rules and can talk about their importance. Can label and talk about own and others' emotions. Talk about what is right and wrong and how there are consequences for actions. Knows some ways to keep healthy. Completes set challenges independently. Cooperates with others, taking turns, listening and sharing some ideas. Begin to find solutions for conflict and rivalry using words. Rainbow Challenges.	Jigsaw PSHE scheme: Relationships Show resilience and perseverance when faced with challenge. Consider the perspective of others. Taking part in sports day: winning and losing. Make healthy choices about food, drink, activity and teeth brushing. Become more independent in dealing with conflict and develop negotiating skills. Rainbow Challenges.	Jigsaw PSHE scheme: Changing me ELG: 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. 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
SPECIFIC: Maths	Developing a strong grounding in number is essential to 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. The curriculum will include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children will be encouraged to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk about what they notice and not be afraid to make mistakes.					

Comprehension GOAL: to become a Radiant Reader! 	Understand the key concepts about print: • print has meaning • print has different purposes Sequencing familiar stories through the use of pictures. Engage in conversations about stories. Learn new vocabulary.	Understand the key concepts about print: • we read left to right • we read top to bottom • names of the different parts of a book. • Page sequencing Retell stories related to events through acting/role play.	Children can talk about a story and are beginning to identify: -main characters -settings -main events Make up stories – including beginning to take part in ‘Helicopter Stories’. Identifies non-fiction texts, remembering facts.	Children can talk about a story and are confidently able to identify: -main characters -settings -main events Children begin to use the vocabulary and story language from previous texts Can retell and make up own stories using vocabulary that has been learnt. Beginning to understand that a non-fiction is a non-story and that it gives information. Fiction means story.	Children can re-read what they have written to check that it makes sense. Children confidently use story telling language when acting out a narrative, such as: • Once upon a time • One day • They all lived happily ever after Retell a story with actions or picture prompts as part of a group – including, during ‘Helicopter Stories’ Sort books into categories.	ELG: 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, non-fiction, rhymes and poems and during role-play
Phonics	Baseline: Read some single-letter Set 1 sounds. Recognise own name (Write own name?) Can orally blend a few CVC words. Able to rhyme	Phonics: Groups RWI expectation: Read all Set 1 sounds. Blend sounds into words orally. Activities: Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Phonics: Groups RWI expectation: Blend sounds to read words. Read short Ditty stories. Activities: Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Read Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Phonics: Groups RWI expectation: Read Red storybooks Activities Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.7 Read Word Time 1.1 to 1.6 Read 3/4 sound nonsense words Spell using Fred Fingers	Phonics: Groups RWI expectation: Read Green Storybooks Read some Set 2 sounds Activities: Read Set 2 Sounds and matching Phonics Green Words Read Set 1 Phonics Green Words including longer words and build speed Read nonsense words Spell using Fred Fingers	Phonics: Groups RWI expectation: Read Green or Purple Storybooks ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing GOAL: To become an Acclaimed Author! 	Recognise their name and make marks or letters to represent it. Having a dominant hand Developing an effective pencil grip Gives meaning to the marks they make when drawing, painting or writing - and can ‘read’ back their marks. Hears and identifies initial sounds in words. Hears and identifies final sounds in words. Orally blends and segments the sounds heard in words.	Use some of their print and letter knowledge in their early writing Develop good posture when sitting at a table or sitting on the floor. Developing a tripod grip Begin to use a range of tools competently, safely and confidently. Writes most or all of their name with a Capital letter at the beginning (not all formed correctly) Correctly identifies and writes initial sounds heard in words. Starting to write CVC words.	Begins to form recognisable letters and some are formed correctly. Writes own name – mostly correctly formed. Writes the sounds in CVC words in the correct order Spells words by identifying the sounds and then writing the sound with letter/s using phonic knowledge. Writes some tricky words correctly.	Begin to develop the foundations of a handwriting style. Beginning to write some longer words. Starting to recognise capital letters and attempt to write. Writes a label or caption.	Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Attempts to writes simple sentences. Beginning to put finger spaces between some words. Sometimes uses a capital letter or full-stop in a sentence (not always in the correct place).	ELG: 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.
SPECIFIC: Understanding the World	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. Every week we have an outdoor learning session (GO – ‘Get Outdoors’) which focuses on ‘noticing’ all that is around us in our environment – using our senses and developing our vocabulary.					

GOALS: To become a Great Geographer  A Happy Historian  And a Sensational Scientist! 	All about me: our amazing bodies, our senses. How they have changed since being a baby. How children and adults are different. Compare old and new toys My family. Jobs within our families. Similarities and differences between us and our families. My school and my place within it. Computing: Computational thinking: Use Barefoot Computing: Busy Bodies	Seasonal changes – Autumn Children will talk about what they notice about the weather on a daily basis and how this impacts them. Children will discuss that certain animals live in woodland/forests and will name some common woodland animals. How can we help animals as the weather gets cold? Begin to recognise that we celebrate certain events because of what happened many years ago: Poppy Day Bonfire Night and Guy Fawkes. Celebrations: Birthdays Diwali Christmas - find out about how we celebrate in Christmas in our homes Compare with Polish/other cultures in our class Computing: Computational thinking: Use Barefoot Computing: Awesome Autumn	Seasonal changes – Winter Children will talk about what they notice about the weather on a daily basis and how this impacts them. Snow, ice, places that are always cold. Children understand and talk about parts of the world being colder and be able to point these out on a Globe. Children will explore collections of materials with similar and/or different properties as part of their enquiry on traditional stories: Gingerbread man – changes to materials - cooking Three little pigs – material properties - house building Three Billy Goats Gruff – raft to cross the river – floating and sinking. Computing: Computational thinking: Use Barefoot Computing: Winter Wamers	Places that are different to Gillingham and getting there. How can we travel? What helps us to travel further? Vehicles Vehicles now and in the past Forces - pushing and pulling; floating and sinking. What is beyond our world? Space and future travel. Celebrating Easter – the story and traditions. Computing: Computational thinking: Use Barefoot Computing: Springtime	Seasonal changes – Spring Children will: • Know that a plant is a living thing. • recognise and name parts of a plant. • begin to understand how to look after plants. • name some UK based animals and foods and recognise that different plants grow in different parts of the world. Hungry Caterpillar – link to being healthy and eating healthy foods. Other ways to be healthy: • Keeping Clean • Exercising • Looking after our teeth • Healthy minds – sharing worries WHO helps keep us well? Our gardens and the school garden: Plants & minibeasts near us. Frog and ladybird life cycles. Looking after our planet: recycling, reducing and reusing. Computing: Computational thinking: Use Barefoot Computing: Summer Fun Summer 2: Where are we? Talk about what we know and like about our own environment and how environments vary from one another. Use geographical vocabulary for familiar places/features. Understand what a map is and what they are used for. Children will experience looking at Atlases and world globes. Computing: Computational thinking: Use Barefoot Computing: Boats Ahoy!	ELG: 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 own 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 observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.
	SPECIFIC: Expressive arts and Design GOALS:					
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities 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.						
	Use drawing materials to create pictures with a range of lines and shapes. Explore paint using different objects	Draw shapes/ marks to represent objects/people. Beginning to explore and mix colours.	Draw a representation of themselves. Make some independent choices about resources	Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Use particular colours to paint	Has a go at drawing an object from observation Prints independently to create a pattern or image	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting

To become an Amazing Artist,  an Excellent Engineer,  And a Marvellous Musician! 	Creates models out of junk Happily explores a range of different techniques and variety of materials, Can cut with scissors to make lines or snips Enjoys malleable materials Take part in simple pretend play, sometimes playing with others to develop storylines. Sing along with nursery rhymes and action songs. Make their voice/singing loud and quiet. Explore sounds and how they can be changed. Experiment with a range of percussion instruments. Tap a beat/ clap in time to a piece of music/simple song.	Use objects/tools to print with to create a pattern or image with support Build models using construction equipment and junk.. Uses moulding tools with malleable materials. Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Recognise and sing high and low pitch. Move appropriately to music at different speeds. Play instruments to accompany singing and with increasing control.	needed and talks about creations made. Starts to show some control when using a paintbrush. Explore how red, blue and yellow paint can be mixed to make different colours. Joins materials using, sellotape, glue and split pins with support. Cuts along curved lines with scissors Develop storylines/ story language in their pretend play. Make imaginative 'small worlds' with blocks and construction kits, such as a city. Listen and respond to different styles of music.. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Recognise difference between high and low pitch. Use drawing to represent ideas like movement or loud noises. Create music.	pictures – eg. Green for a tree, yellow for the sun. Learn and understand how to mix paints to make certain colours. Become more independent at joining materials. Begins to plan a design before creating. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Along with others, collects resources to develop own role play storylines. Listen attentively, move to and talk about music, dance and performing art - expressing their feelings and responses. Move in time to the pattern of a song. High and low sounds Sing and play an instrument along with a song. Create music Taps out a repeated rhythm	Mixes colours to produce different shades Evaluates and adapts their creations with support - refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Invent, adapt and recount narrative and stories with peers and their teachers Sing in a group or on their own, increasingly matching the pitch and following the melody. Perform movements to match a beat. Explore and engage in music making and dance, performing solo or in groups Uses instruments to compose own music. Explore performing with different instruments. Create sound effects.	with colour, design, texture, form and function Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narrative and stories Invent, adapt and recount narrative and stories with peers and their teachers 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
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