







EYFS Progression of skills

Prime Areas



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B ELG
Communication and language – Listening and understanding 	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how To have conversations with adults and peers with back-and-forth exchanges	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.
Communication and language – Speaking 	To talk in front of a small group To talk to class and EY staff To learn new vocabulary	To answer questions in front of the whole class. To take part in Teach me Tuesday sessions To use new vocabulary throughout the day To engage in non-fiction books	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To talk to different adults around the school	To share their work to the class- standing up at the front To answer questions within Teach me Tuesday sessions To use new vocabulary in different contexts	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events To talk about why things happen To talk in sentences using a range of tenses	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.
Personal Social and Emotional – Self-Regulation 	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p>	<p>To talk about how they are feeling</p> <p>To be aware of the 4 zones of regulation</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p> <p>To be able to explain which zone of regulation they are in at a given time</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p> <p>To be aware of what zone of regulation a friend is in</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p> <p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>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.</p>
Personal Social and Emotional – Managing self 	<p>To wash hands independently</p> <p>To put coat on independently</p> <p>To explore different areas within the EY environment</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put socks and shoes on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practice doing up a zip on coat</p> <p>To practice doing buttons</p> <p>To put on gloves and hats when needed</p>	<p>To develop independence when dressing and undressing for activities such as Forest Schools and outdoor play.</p> <p>To apply sun cream and remove layers when needed</p> <p>To identify and name healthy foods</p> <p>To understand healthy choices – sleep routine,</p>	<p>To manage own basic needs independently</p> <p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>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</p>


				screen time, toothbrushing, safe pedestrian.		importance of healthy food choices.
Personal Social and Emotional – Building relationships 	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all EY staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	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.
Physical – Gross Motor 	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work cooperatively with a partner To use the slide correctly To access the 3 wheeled scooters Sit on a chair correctly	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment To use the climbing wall correctly Use a balance bike Sit on a chair at the table to complete tasks	To roll and track a ball To develop accuracy when throwing to a target To throw and catch with a partner To dribble a ball using feet To kick a ball to a target To use the create effectively in outdoor area Use a balance bike around the track	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To use a wheeled toy on the track with others	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	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.
Physical – Fine Motor	To use a dominant hand To mark make using different shapes	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	Hold a pencil effectively in preparations for fluent writing- using





<p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To form most letters correctly starting and ending in the correct place</p> <p>To paint using thinner paintbrushes</p>	<p>To create drawings with details</p> <p>To form most letters correctly starting and ending in the correct place.</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>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.</p>
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Specific Areas

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B ELG
Literacy – Comprehension 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems an</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p> <p>To know that information can be retrieved from books</p>	<p>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.</p>
Literacy – Word Reading 	<p>To recognise their name</p> <p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a -es)</p> <p>To recognise taught HRSW (I the no put of is to go into pull as his)</p> <p>To recognise taught phonemes in words and begin to blend sounds.</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a -es)</p> <p>To recognise taught HRSW (he she buses we me be push was her my you)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p>	<p>To recognise taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a -es o o o o a r o r u r o w o i e a r a i r e r u r e o a)</p> <p>To recognise taught HRSW (they all are ball tall when what)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p>	<p>To recognise all previously taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a -es o o o o a r o r u r o w o i e a r a i r e r u r e o a)</p> <p>To recognise taught HRSW (said so have were out like some come there little one do children love)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p>	<p>To recognise all previously taught sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a -es o o o o a r o r u r o w o i e a r a i r e r u r e o a)</p> <p>Begin to explore Phase 5 alternative sounds if ready</p> <p>To recognise taught HRSW (oh there people Mr Mrs your ask would should could asked mouse house water want very)</p>	<p>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.</p>

		<p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To read sentences containing HRSW and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read words with s and s/z/ at the end</p> <p>To read sentences containing HRSW and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, - est)</p> <p>To read longer sentences containing HRSW</p> <p>To read books matching their phonics ability</p>	
<p>Literacy –</p> <p>Writing</p> 	<p>To copy their first name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their first name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To write their first and second name</p> <p>To form lowercase letters correctly and begin to form some capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>
<p>Mathematics –</p> <p>Number</p>	<p>Subitising 1,2,3</p> <p>Conceptual subitising – noticing numbers within numbers.</p>	<p>Subitising 4, 5</p> <p>Applied conceptual subitising.</p>	<p>Counting backwards 10-1 and ordering numbers</p>	<p>To count back from 10</p> <p>To combine two groups of objects</p>	<p>To recognise and count beyond 20 and noticing pattern in tens.</p>	<p>Have a deep understanding of number to 10, including the composition of each number; Subitise</p>

	<p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p> <p>To recognise numbers 1-3</p> <p>To find one more of numbers to 3</p>	<p>To recognise numbers 1-5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>10-1 Systematic approach to partitioning sets of objects 1-5</p> <p>Number bonds 1-5</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p> <p>To find one more and one less of numbers to 8</p>	<p>To take away objects and count how many are left</p> <p>To find the missing number</p> <p>To know addition facts to make 5</p> <p>To find one more and one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>Systematic approach to splitting sets of objects 1-10 use part, part whole model and tens frame.</p> <p>To combine groups of 2</p> <p>To find the missing number in an addition and subtraction sentence problems</p> <p>To match the number to quantity</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p> <p>To solve simple number problems</p>	<p>(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.</p>
<p>Mathematics –</p> <p>Numerical patterns</p>  <p>$3 + 3 = 6$</p>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p> <p>Understand simple AB patterns</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p> <p>Compare numbers using vocab of more/less.</p> <p>Find 1 more using sets of objects on tens frames and number tracks.</p> <p>Repeated pattern AB ABC</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>Splitting and recombining sets of objects 6-9 Using a part, part whole model and tens frame 1 more/ 1</p>	<p>To count to 30</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10 To find half of numbers up to 10</p>	<p>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</p>

			Find 1 less using sets of objects on tens frame and number track Begin to understanding complex patterns ABB ABBC	less using mental numberline Spatial understanding numerical patterns	To share quantities equally Counting beyond 20 noticing patterns in tens. Look at part, part whole models splitting numbers 1- 10 – link to doubles and halves.	how quantities can be distributed equally.
<p>Understanding the world –</p> <p>Past and present</p> 	<p>I know who is in my family.</p> <p>I can say who is the oldest and who is the youngest in my family.</p> <p>I know that my grandparents are older than my parents. Grandparents are my Mum and Dad's parents.</p>	<p>I know a family tree shows who is in a family.</p> <p>I can explain how I have changed over time.</p> <p>I know traditional tales were written before I was born</p>	<p>I know that the past is something that has already happened and the present means now.</p> <p>I know that old vehicles look different to new vehicles and I can say what is the same and what is different.</p> <p>I know that in the past trains used steam to power them. Now trains use electric tracks to power them.</p>	<p>I know that people used transport like trains to go on holiday.</p> <p>I can use photographs to find out about the past.</p>	<p>A hero is someone we look up to for making good choices and doing good things.</p> <p>I know that Marcus Rashford is a footballer but he is also a hero for helping many children by making sure they have enough food.</p> <p>I can name some other real life heroes like doctors, police, nurses etc for working so hard to help others.</p>	<p>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;</p>
<p>Understanding the world –</p> <p>Peoples, cultures, and communities</p> 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>I know who lives in my house.</p> <p>I know how I travel to school.</p> <p>I can draw a map for the gingerbread man story.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>I know my school is in Hartford.</p> <p>I can name two other places in Hartford.</p> <p>Visit St John's Church in Hartford.</p>	<p>To talk about Lunar New Year and how its celebrated</p> <p>I understand why Christians believe Jesus is special.</p> <p>To understand that London is the capital city of the UK.</p> <p>To recognise some landmarks from London.</p> <p>To know the river in London is called the Thames.</p>	<p>To know that Christians celebrate Easter.</p> <p>To know that people in other countries may speak different languages</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>I know what happens in a Church.</p> <p>To know how do Muslims celebrate Eid.</p> <p>I know what life is like in a different county.</p> <p>I can name a hot country in the world.</p> <p>I can name a cold country in the world.</p> <p>I know what is the same in my country and another country.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries,</p>

					<p>I know what is different in my country and another country.</p> <p>I know the green on a globe is land and the blue is water.</p>	<p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
<p>Understanding the world –</p> <p>The natural world</p> 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p> <p>I can explore smells, sounds, touch and tastes using my senses.</p>	<p>I can draw a map of my school.</p> <p>I can name my home village.</p> <p>I can identify and describe objects made from wood, metal and plastic.</p> <p>I can explore materials that float and sink</p> <p>I can use magnets to explore magnetic materials</p> <p>I can explore ice and the process of freezing and melting</p> <p>I can explore changing of state when making biscuits/ cake</p>	<p>I understand and can use my senses to explore the natural world through the four seasons</p> <p>I can describe what they see, hear and feel whilst outside</p>	<p>I can hunt for minibeasts in their habitats in our school grounds</p> <p>I learn about the animals that live in different habitats through stories (under the sea, cold lands, farms)</p> <p>I learn about the life cycles</p> <p>I learn how to care for our pets</p> <p>To know the difference between herbivores and carnivores</p> <p>I can name native animals for the UK</p>	<p>I plant seeds (sunflowers) and watch them grow</p> <p>I observe and care for plants in our outdoor environment</p> <p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants.</p> <p>To know that some things in the world are man-made and some things are natural</p>	<p>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.</p>
<p>Expressive Arts and design –</p> <p>Creating with materials</p>	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p>	<p>To use natural objects to make a piece of art</p> <p>To know which primary colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking,</p>	<p>To know some similarities and differences between materials</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p>	<p>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</p>

	<p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use different construction materials</p>	<p>To use some cooking techniques (spreading, cutting, mixing) – Gingerbread men, Fruit Kebab</p>	<p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups)</p> <p>To use tools to cut and join</p> <p>To use small construction materials</p> <p>To create observational drawings</p> <p>To share creations and talk about the process</p>	<p>construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes different role play scenarios</p>	<p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>playing characters in narratives and stories.</p>
<p>Expressive Arts and design –</p> <p>Being imaginative and expressive</p> 	<p>I know how to make different sounds</p> <p>I know how to interpret and distinguish the sound card</p> <p>I can suggest different body sounds. Eg: clap, stamp.</p> <p>I know how to show a change in pitch with my voice</p> <p>I know that sound can be shown as a picture or line.</p> <p>I know pitch can be high or low.</p> <p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p>	<p>I know that other cultures have different traditional instruments.</p> <p>I know a range of songs including Christmas, Diwali, Hanukah and Kwanzaa songs.</p> <p>To perform songs in the Christmas Play</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>I know a score can help me perform a piece of music.</p> <p>I know that tempo means how fast or slow something is.</p> <p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To perform songs at Easter in church</p> <p>To join in with whole school singing assemblies</p> <p>To create costumes and resources for role play</p> <p>I know music can tell a story.</p> <p>I know the dynamic can be loud or quiet.</p> <p>I know that instruments can show a character, action or feeling.</p> <p>I know how to get sound from a variety of instruments.</p> <p>I know how to hold an instrument.</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>I know simple Makaton to accompany songs.</p> <p>I know that tempo can be fast or slow.</p> <p>I know pitch can be high or low</p>	<p>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.</p>

	<p>To talk about whether the like or dislike a piece of music</p> <p>To use costumes and resources to act out narratives</p>					
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