Headlands Primary School EYFS Curriculum Goals – Progression of Knowledge, Understanding & Skills

EYFS Curriculum Goals		First Milestone (Oct)	Second Milestone (Autumn)	Third Milestone (Spring)	Final Milestone (Summer)	Linked ELG
Listen	To be a good listener and a confident talker.	Children will listen attentively in a range of situations. Children will enjoy listening to longer stories. Children are beginning to pay attention to more than one thing at a time. Children take part in pretend play, communicating and negotiating with their friends. Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Children can sing a large repertoire of nursery rhymes. Children can talk about familiar books. Children can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) Children can confidently talk in sentences up to 4 words. Children can express a point of view. " I like …." "I don't like…" Children can start a conversation with an adult or a friend.	Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. Children are beginning to use a wider range of vocabulary from the stories and topics so far. Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?" Children give their attention to what others say and respond appropriately, while engaged in another activity. Children are able to use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' (some may have problems saying: - some sounds: r, j, th, ch, and sh) Children will use talk to organise themselves and their play: "Let's go on a bus… You sit there… I'll be the driver." Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires."	Children understand how to listen carefully and why listening is important. Children will listen to, talk about and ask questions about stories to build familiarity and understanding. Children can retell a full story. (beginning, middle and end). Children are learning new Tier 2 vocabulary. Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" Children can start a conversation with an adult or friend and continue it for many turns. Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.	Children are using new vocabulary from stories and topics taught throughout the day Children can confidently talk in small group and class situations. Children can hold a back and forth conversation with an adult and peers. Children can describe events in some detail. Children will use talk to help work out problems and organise thinking and activities. They can explain how things work and why they might happen. Children will articulate their ideas and thoughts in well-formed sentences.	C& L: LAU -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. C&L: S -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. PSED: SR: -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.

Care	To care for themselves and others.	Children can select and use activities and resources (with help when needed). Children can achieve a goal they have chosen, or one which is suggested to them. Children become more outgoing with unfamiliar people, in the safe context of their setting (happy to talk to the different adult in the setting). Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children do not always need an adult to remind them of a rule (some occasional reminders may be needed). Children can talk with others to solve conflicts, sometimes needing adult support. Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Children have developed a sense of responsibility and membership of a community. Children show confidence in new social situations. Children increasingly follow rules, understanding why they are important. Children play with one or more other children. Children have developed appropriate ways of being assertive in their play. Children manage their own needs *toileting *washing hands *drink and snack *coat *socks and shoes . Children are beginning to understand how others might be feeling. Children will further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas. Children see themselves as a valuable individual and can something positive about themselves. Children play with other children extending and elaborating play ideas. Children can talk about right and wrong and the consequences involved. Children are happy to have a go at a task and understand that we learn from mistakes. Children can make healthy choices about food, drink, activity and tooth brushing. Children have built constructive and respectful relationships.	Children can confidently identify and moderate their own feelings socially and emotionally. Children show resilience and perseverance in the face of challenge. Children can talk about and express their feelings and the feelings of others. Children know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Children can think about the perspectives of others.	PSED: SR -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. PSED: MS -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. PSED:BR -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.

Move	To move their bodies with good balance and control.	Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). Children can go up steps and stairs, or climb up apparatus, using alternate feet. Children use large-muscle movements to wave flags and streamers, paint and make marks. Children match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel. Children can skip, hop, stand on one leg and hold a pose for a game like musical statues Children will use one-handed tools and equipment, for example, making snips in paper with scissors. Children will be eating independently and learning how to use a knife and fork.	Children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Children will start taking part in some group activities in their play, which they make up for themselves, or in teams. Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. PE Focus: Gymnastics: Children can experiment with different shapes and jumps. Children will experiment with different ways of rolling in shapes. Children can move along the floor in different ways like sliding, rolling, stretching etc. Children will show a start shape, roll and finishing shape (beginning of a sequence) Children will use a comfortable grip with good control when holding pens and pencils. Children will show a preference for a dominant hand. Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	PE focus: Dance: Children will progress towards a more fluent style of moving, with developing control and grace. Children can move in time to happy and sad music. Children will experiment with different ways of moving and with actions at different levels. Children can move around as different characters or animals to the music Children will experiment with different ways of balancing. Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. PE Focus: Ball skills Children will experiment with different ways of moving (agility). Children will experiment with different ways of throwing a moving a ball with different body parts (co-ordination). Children will begin working with friends in a team – taking turns with adult support. Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	PE focus: Ball skills/ Athletics Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children will march/run for co-ordination. Children will experiment with different ways of throwing under/overarm. Children will experiment with different ways of jumping-measuring with various objects. Children will work with friends in a team – taking turns effectively. Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children will develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.	P: GM -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. P:FM -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.

Read	To talk about a favourite story	Children understand the key concepts about print: - print has meaning - print can have different purposes Children engage in extended conversations about stories, learning new vocabulary	Children understand the key concepts about print: - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Children can talk about a story and are able to identify: -main characters -settings -main events Children begin to use the vocabulary and story language from previous texts.	Children confidently use story telling language such as: -Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after.	L:C -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.
	To read a 'yellow' level book.	Children develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Children can read individual letters by saying the sounds for them. (Phase 2) Children can blend sounds into words, so that they can read short words made up of known letter–sound correspondences. (Phase 2). Children can read a few common exception words matched to the school's phonic programme (Phase 2). Children will be able to read a pink level book.	Children can read some letter groups that each represent one sound and say sounds for them. (Phase 3). Children can read a few common exception words matched to the school's phonic programme (Phase 3). Children can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Children are able to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children will be able to read a red level book.	Children can read some letter groups from Phase 4 – consonant blends). Children can read a few common exception words matched to the school's phonic programme. (Phase 4). Children will be able to read a yellow level book	L: WR -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.

Write	To write a simple sentence and tell an adult what it says.	Recognise their name and make marks to represent it. Writes some letters in their name. Gives meaning to the marks they make when drawing, painting or writing. 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. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing) Writes most or all of their name with a capital letter at the beginning (not all formed correctly) Identifies separate words in spoken sentences. Hears and identifies medial sounds in words. Links letters to sounds. Correctly identifies and writes initial sounds heard in words.	Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient. Talks about the different marks they make. Begins to form recognisable letters. Forms some letters correctly. Writes own name. (some letter may not be formed correctly) Correctly identifies and writes final sounds heard in words. Correctly identifies and writes medial sounds heard in words. Writes the sounds in CVC words in the correct order. Spells words by identifying the sounds and then writing the sound with letter/s. Beginning to write some longer words using phonic knowledge. Writes some tricky words correctly. (Phase 2). Writes a label for a drawing/diagram.	Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Writes a label or caption. Attempts to writes simple sentences. Beginning to put finger spaces between some words. Sometimes uses a capital letters for a sentence. Sometimes uses full stops (not always in the correct place).	L:W -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.

Count	To be able to count, recognise and write numerals to 10. (Including shape, space and measure to support 'Numerical Patterns' and problem solving)	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Compare sets of objects by matching. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Begin to identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see (conceptual subitising). Spot smaller numbers 'hiding' inside larger numbers. Show 'finger numbers' up to 5. Connect quantities and numbers to finger patterns and show different ways of representing numbers on their fingers. Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Understand that anything can be counted, including actions and sounds. Count objects, actions and sounds. Know that the last number in the count tells us 'how many' (cardinality). Know that to be accurate in counting, each thing must be counted once and once only and in any order. There must be 1:1 correspondence. Join in with number rhymes and counting activities supporting composition of 5.	Confidently subitise up to 5 and beyond. Link the number symbol (numeral) with its cardinal number value up to 10. Order numbers up to 10. Identify equal and unequal groups when comparing numbers. Compare numbers within 10. Use a number track to support identifying more or fewer. Begin to understand the 'one more than/one less than' relationship between consecutive numbers. Join in with verbal counting beyond 20, hearing the repeated pattern within the counting numbers. Understand the composition of 5 and start to recall number bonds to 5. Identify missing parts for numbers within 5. Recognise the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian frame. Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ Numicon. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Begin to spot doubles. Sort odd and even numbers according to their shape. Explore and understand pairs. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Count larger sets as well as counting actions and sounds up to at least 10. Explore the composition of numbers to 10. Automatically recall number bonds to 5. Recall some number bonds to 10. Remember some double facts. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Use a range of representations of numbers, including a tens frame. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare quantities and numbers including sets of objects which have different attributes. Continue to develop an understanding and sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Demonstrate conceptual subitising skills including when using a rekenrek. Identify when sets can be subitised and when counting is necessary.	M:N -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. M:NP -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

			Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of counting numbers, seeing that each number is made of one more than the previous number. Compare groups of objects identifying more, fewer and the same (numbers to 5). Begin to develop the language of 'whole' when talking about objects which have parts. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	Continue, copy and create repeating patterns. Compare length, weight and capacity.		

Investigate	To investigate and ask questions about the world around them.	Children can talk about special times, celebrations/ birthdays they remember in their life. (Hist) Children understand that some places are special to members of their community. (RE) Children will experience and discuss religious stories making connections with personal experiences. (RE) Children will talk about some religious stories. (RE) Children will begin to recognise some religious words. (RE) Children will identify some of their own feelings in the stories they hear. (RE) Children can identify a sacred text e.g. Bible, Koran (RE) Children will talk about some of the things that these stories teach believers. (RE) Children will share and record occasions when things have happened in their lives that made them feel special. (RE) Children can identify their five senses and talk about how they use their senses in everyday life. (Sci) Children will use all their senses in hands on exploration of natural materials. Children will explore collections of materials with similar and/or different properties. Children will be able to tell someone about what they see Children can tell you something about where they live.(Geog)	Children will continue to develop positive attitudes about the differences between people. Children will recognise that people have different beliefs and celebrate special times in different ways. Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. (Hist) Children will show interest in different occupations. Children can recall simply what happens at a traditional Christian infant baptism and dedication. (RE) Children can recall simply what happens when a baby is welcomed into a religion other than Christianity. (RE) Children will talk about what they like about their own immediate environment and how environments might vary from one another. (I like where I live because….) (Geog) Children will experience looking at Atlases and world globes (Geog) Children can recognise and name two or more local features (E.g. Church/ School/ high street shops) (Geog) Children will explore the natural world around them in Forest School. Children will begin to understand the need to respect and care for the natural environment and all living things. Children will be able to match clothing/ objects to hot and cold weather. (Geog) Children can describe themselves, other objects and landmarks using	Comment on images of familiar situations in the past.(Hist) Children can talk about somewhere that is special to themselves, saying why. (RE) Children begin to recognise that some religious people have places which have special meaning for them. (RE) Children talk about the things that are special and valued in a place of worship. (RE) Children begin to recognise that for Christians and Muslims, these special things link to beliefs about God. (RE) Children get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (RE) They will talk about the local environment using geographical vocabulary: village, farm, house, shop, church. (Geog) Children recognise that different plants and animals grow in different parts of the world. (Geog/Sci) Children can name some UK based animals and foods. (Geog) Children can recognise and name some common Polar and African animals: polar bear, penguin, artic fox, giraffe, zebra monkey, etc. (Sci) Children will look at England, Arctic, Antarctica and Africa. (Geog) Children will be able to point these out on a Globe/ Atlas with support. (Geog) Children understand and talk about parts of the world being hotter or colder. (Geog)	Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (Hist) Children can talk about how they have changed from being a baby. (Hist) Children will talk about how children and adults are different. (Hist) Children will begin to discuss why the word God is important to Christians. (RE) Compare and contrast characters from stories, inc. figures from the past. (Hist) Children will know that London is the capital city of England. (Geog) Children know that there are different countries in the world and recognise and talk about the some similarities and differences they have experienced or seen in photos. (Geog) They will use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes. (Geog) They understand what maps can be used for and why we have maps. (Geog) They will follow a simple map, as a group, to help find objects/features around school. (Geog) Children will record what they see in the natural world around them through drawings or diagrams. (Geog)	UW: PP -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. UW:PCC -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, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. UW: TNW -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

		Children will explore how things work. Children will talk about what they notice about the weather on a daily basis and how this impacts them. (need a coat, gloves, sunhat etc.) (Geog) Children will describe what they see, hear and feel whilst outside. Children will discuss that certain animals live in woodland/forests (UK) (Sci) Children will recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger etc. (Sci)	relative positions (next to, in front, behind etc.) (Geog) Children will talk about what they see, using a wide vocabulary.	Children can point to where the United Kingdom is on a globe or atlas. (Geog) Children will know that a plant is a living thing. (Sci) Children can recognise and name parts of a plant. (Sci) Children begin to understand how to look after plants. (Sci) Children understand how certain plants grow and correctly sequence the growth patterns. (Sci) Children notice and talk about the changes that happen to plants as they grow. (Sci) Children can identify that certain UK animals live in certain habitats/environments (woodland/ farm/sea/ponds) (Geog and Sci) Children will notice and talk about what happens to puddles when it's cold. (Sci) Children will begin to understand that when water gets cold enough it freezes and becomes ice. (Sci) Children will begin to understand that when ice warms up it melts and changes back to water. (Sci) Children will explore and talk about different forces they can feel. (Sci) Children will talk about the differences between materials and changes they notice. (Sci) Children will know that certain materials can be hard/ solid/ soft. (Sci) Children will explore how and begin to understand why certain materials are better to use for different things. (Sci)	Children begin to understand what they can do to help the environment. (Sci) Children begin to understand what impact humans have had on animals and their environments. (Sci) Children understand how certain animals grow and correctly sequence the growth patterns (Sci) Children can identify and sort animals according to where they live. (Sci) Children can label the key parts of an animal. (Sci) Children begin to understand about camouflage. (Sci) Children understand the effect of changing seasons on the natural world around them. They will identify key signs/images for each season. (Geog)	

					Children begin to understand how magnets work and use this to sort what is or isn't metal. (Sci) Children can identify and sort different materials to be recycled. (Sci)		
Perform	To share or perform a creation of theirs or others	Art and Materials	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Understand that they can draw shapes/ marks to represent objects/people. Understanding different objects can be used to draw – pencil, pens, chalk. Exploring paint using different objects – finger paint/ sponges etc. Free choice of junk box modelling to create own representations of objects/people.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Representing familiar objects (family, themselves, animals etc.) through independent -drawing -painting -playdough/Plasticine/clay play Draw a representation of themselves understanding they need a head, arms, legs etc. Understanding that paint brushes are used to paint and begin to show some control. Understand that they can paint shapes/ marks to represent objects/people. Explore how red, blue and yellow paint can be mixed to make different colours. Exploring materials and beginning to understanding different materials can be used in different ways. Talk about what the materials look and feel like. Using objects/ tools to print with to create a pattern or image with support.	Using particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc. Joining materials using, sellotape, glue and split pins with support learn and understand how to mix paints to make certain colours. Choosing and using different materials for different effects. Using different cut of materials / papers to make a simple image.	Have a go at drawing an object from observation. Printing independently to create a pattern or image. Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	EAD: CM -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.

		Music and Movement	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Listen with increased attention to sounds. Sing their own songs or improvise a song around one they know. Listening and responding to different styles of music. Move appropriately to music at different speeds e.g. running, crawling (tempo) beginning to recognise repetition. Sing along with nursery rhymes and action songs. Make their voice/singing loud and quiet. Sing and recognise high and low pitch (high like a mouse, low like a lion).	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Respond to what they have heard, expressing their thoughts and feelings. Use drawing to represent ideas like movement or loud noises. Recognise that sounds are made in a variety of ways (timbre). Move in time to a steady beat (pulse). Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.) Explore performing with different instruments.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines/ story language in their pretend play. Move in time to the pattern of a song (rhythm). Sing and play an instrument along with a song. Share their ideas and perform their work to others with adult support.	Tap a beat/ clap in time to a piece of music/simple song. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	EAD: BIE -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.