

St Albert's Catholic Primary School

EYFS Curriculum Pathway

2021-2022



Communication and Language: Listening, Attention and Understanding							
Nursery			Reception				End of EYFS
Autumn	Spring	Summer	Autumn	Spring 1	Spring 2	Summer	
Learns how to listen to a story and shows interest when an adult reads.	Learns how to play and listen to their friends at the same time.	Learns to remember key phrases and joins in with rhymes and stories.	Learns to listen attentively in a range of situations, including whole class, small group and one to one	Learns to listen for longer periods without interrupting i.e. during assembly.		<p>Children will:</p> <ul style="list-style-type: none"> -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 	
Learns how to listen to others when the conversation interests them.	Learns to listen to their favourite books and say some key words when pictures are used as prompts.	Learns how to talk about their favourite books.	Learns how to ask questions about books.	Listens to say what they think about stories and asks questions and listens to what others think.			
Learns how to answer a question with support	Learns how to ask simple questions, with support.	Listens to stories with increasing interest and recall.	Learns to make relevant comments about the stories they hear.	Listens to stories and suggests what might happen next.			
Learns to listen to funny rhymes and stories.	Learns to follow a simple one-part instruction.	Learns how to answer why and how questions, with support.	Learns how to ask and respond to how and why questions independently.	Learns how to answer how and why questions about their experiences in response to stories and events.			
Learns how to listen and watch a story when told with prompts and pictures	Learns to listen to funny rhymes and stories and understands why it is funny.	Learns to follow instructions involving prepositions.	Learns to follow a string of instructions one after another.	Learns to follow instructions following several ideas or actions.			
	Learns to follow a story with pictures or prompts	Learns what simple humour is and begins to develop a sense of it i.e. laughing at a funny part in a story.	Understands humour for example laughs at funny rhymes and jokes.	Learns a favourite joke and call tell it to others			
		Learns to remember some key points from a story when told with props	Learns to remember key points from a story without props or pictures.	Learns to talk about key features of the story they have been listening to, including events and characters.			
All children will be baselined against WELLCOMM tool and Chatty Words							

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Communication and Language: Speaking							
Nursery			Reception				End of EYFS
Autumn	Spring	Summer	Autumn	Spring 1	Spring 2	Summer	
Learns to use vocabulary focused on people and objects important to them.	Learns to use more complex sentences in everyday conversation.	Learns to engage in conversations about what is happening and anticipate what might be needed next	Learns to explain what is happening, organising and sequencing ideas and events	Learns to use past, present and future forms collectively when talking about events that have happened or are to happen in the future.			<p>Children will:</p> <p>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.</p>
Learns to hold simple conversation about a past event.	Learns to hold simple conversation about a past event.	Learns to hold a conversation and respond to others with support.	Learns to hold a conversation and respond to other people.	Learns to hold a conversation, expressing themselves effectively, showing awareness of listeners needs.			
Holds a simple conversation, jumping from topic to topic.	Learns new vocabulary that reflects the breadth of their experiences.	Learns how to use a range of tenses.	Learns new vocabulary and its meaning and begins to use it in sentences.	Learns to talk in complete sentences, many of which are grammatically correct, showing a range of appropriate vocabulary.			
Learns to copy an adult's narrative in their play.	Learn to build simple stories around toys and objects, drawing on own past experiences.	Learns to recall simple narratives	Learns to use language to engage in imaginary play.	Learns to develop their own narratives and explanations by connecting ideas or events. Learns to engage in imaginary experiences, drawing on own experiences and from books, connecting different ideas together			

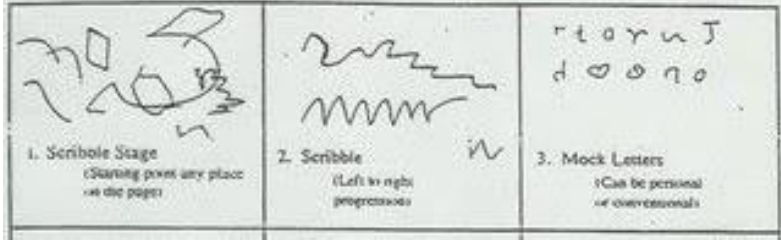

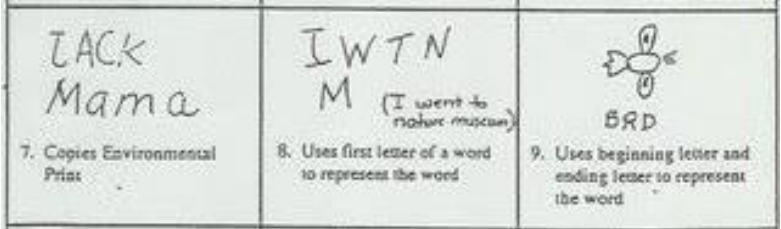

Assessment tool – Chatty Words

Assessment tool – Chatty Words

Personal, Social & Emotional Development	
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Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Become more outgoing with unfamiliar people.		Increasingly follow rules and understand why they are important.	Play with one or more children, extending and elaborating play ideas.	Develop ways to be assertive.		Express their feelings and consider the feelings of others.		Identify and moderate their own feelings socially and emotionally.	Builds constructive and respectful relationships	Shows resilience and perseverance in the face of challenge. Think about the perspectives of others.	<p>Self-Regulation Children will 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> <p>Managing Self Children will: 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.</p> <p>Building Relationships Children will: 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.</p>	
Show more confidence in new situations.		Remember rules without needing an adult to remind them.		Talk with others to solve conflicts.								
Talk about their feelings using words like 'happy' 'sad' 'angry' 'worried.' Gradually understand how others might feel.				Finds solutions to conflicts i.e. accepting that not everyone can be Spider Man in the game or suggesting other ideas								
Boxall will be used for any children showing PSED difficulties to address their individual needs.												

Physical Development: Fine Motor

Physical Development: Fine Motor						
Nursery			Reception			End of EYFS
Autumn	Spring	Summer	Autumn	Spring	Summer	
Learns how to hold scissors, with support.	Uses scissors to snip things such as playdough and wool	Can hold a pencil near the point with their first two fingers and thumb and can copy some letters in their name.	Learns to use scissors to cut along a line	Uses scissors to cut out simple shapes.		
Learns to use tri-pod grip to hold crayons, pens and pencils.	Holds pencil between thumb and two fingers.		Learns to hold pencil correctly in a dominant hand and begins to form recognisable letters	Learns how to hold a pencil correctly and use it effectively when writing, forming letters correctly.		
	Learns to use different one handed tools.			Learns good control and co-ordination over fine motor movements.		
Stage 1 & 2	Stage 2 & 3	Stage 3, 4 & 5	Stage 6, 7 & 8	Stage 9, 10 & 11	Stage 11 & 12	
						
						

Children will:

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

Shuffle whilst you wiggle and fiddle fingers programmes will be rolled out across nursery and reception

Squiggle whilst you wiggle and fiddle fingers programmes will be rolled out across nursery and reception

1st Move: A gross and fine motor skills resources - Supporting document of development of gross and fine motor skills. The New MOVERS assessment tool will be used to monitor the physical development learning opportunities.

Physical Development: Gross Motor						
Nursery			Reception			End of EYFS
Autumn	Spring	Summer	Autumn	Spring	Summer	
<p><u>Balance:</u> Able to balance on all 4's, high kneeling position and half kneeling position. Able to run on whole foot.</p> <p><u>Strength building:</u> use various equipment that transfer weight though arms with control such as rollers, different sized paintbrushes and chalk on vertical walls.</p> <p><u>Moving left to right/ Bilateral integration:</u> Uses control to pour from jugs</p> <p><u>Combining static and dynamic balance:</u> Learns to kick a ball</p>	<p><u>Balance:</u> leg extension/arm extension/ standing on one leg. Moves in different ways and at different speeds i.e. run, walk, jumps.</p> <p><u>Strength building:</u> Pull self up/along equipment such as a bench/ swinging from a tree branch – taking weight through arms.</p> <p><u>Moving left to right/Bilateral integration:</u> Able to stack large blocks.</p> <p><u>Combining static and dynamic balance:</u> Learns to hop.</p>	<p><u>Balance:</u> walking along balancing beam/walks from one to another balancing blocks (different height and different directions.)</p> <p><u>Strength building:</u> Starting to use ball and racquet skills.</p> <p><u>Moving left to right/ Bilateral integration:</u> Able to catch a large ball using whole body.</p> <p><u>Combining static and dynamic balance:</u> Able to move from lying down, to sitting to standing with control.</p>	<p><u>Balance:</u> To balance on a uneven surface</p> <p><u>Strength building:</u> Able to bounce a ball with control</p> <p><u>Moving left to right/ Bilateral integration:</u> Able to catch a ball using hands.</p> <p><u>Combining static and dynamic balance:</u> Shows increased control in kicking, throwing, catching and pushing.</p>	<p><u>Balance:</u> Able to balance/climb on different surface then jump and land safely on two feet.</p> <p><u>Strength building:</u> <u>Moving left to right/Bilateral integration:</u> Able to use stencils and templates.</p> <p><u>Combining static and dynamic balance:</u> Hops with control and begins to skip.</p>	<p><u>Balance:</u></p> <p><u>Strength building:</u> <u>Moving left to right/ Bilateral integration:</u></p> <p><u>Combining static and dynamic balance:</u> Able to move an object skilfully and in different directions i.e. hockey ball with stick.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - 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.

Children will access adult led woodwork sessions and weekly skipping opportunities.

Squiggle whilst you wiggle and fiddly fingers programmes will be rolled out across nursery and reception

1st Move: A gross and fine motor skills resources - Supporting document of development of gross and fine motor skills

The New MOVERS assessment tool will be used to monitor the physical development learning opportunities.

Literacy: Comprehension												
Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>A range of high quality, rich language based books have been selected linked to Understanding the World experiences.</p> <p>In Nursery, the children begin to learn actions to the stories they listen to in the daily story time.</p> <p>*Additional books will be used based on children interests</p>						<p>A range of high quality, rich language based books have been selected linked to Understanding the World experiences.</p> <p>In Reception, the children continue this learning by not only creating actions and story maps to retell a key text but they also follow the 3 I's of Talk for Writing; Imitation, Innovation and Invention.</p> <p>*Additional books will be used based on children interests</p>						<p>Children will:</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												
Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Phase 1 Aspect 1-5	Phase 1 Aspect 5-7 + consolidation	Phase 2 s,a,t,p i,m,n,d o.o.c.k	Phase 2 ck,e,u,r h,b,f,l ff.ss.ll	Consolidate Phase 2 sound awareness	Consolidate Phase 2 for beginning	Phase 1 Aspect 4-7 Phase 2 s.a.t.p	Phase 2 ck,e,u,r h,b,f,l ff.ss.ll	Phase 3 j,v,w,x y,z,zz,qu sh.ch.th.ng	Phase 3 ai,ee,or,oa igh,oo,ar, ur ow.oi. ear. air	Consolidation of Phase 3	Phase 4 Recap writing the correct graphemes	Children will: Say a sound for each letter in the alphabet and at least 10

	weeks of phase 1 skills		+ consolidation of blending and segmenting skills for reading and writing		blending and segmenting.	i,m,n,d g,o,c,k Reading CVC words.	+ consolidation of blending and segmenting skills for reading and writing		ure, er		for each of the 42 previously taught phonemes.	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.
Literacy: Writing												
Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Ascribing meanings to marks *Introduce children to messaging centre		Ascribing meanings to marks		Beginning to form some recognisable letters		Writes short sentences with particular focus on letter formation (lower-case and capital letters) common exception words <u>words he she we me be you are her was all they my</u> Potential writing opportunities: Recounts/ simple stories <i>first then finally.</i>		Writes sentences with particular focus on letter formation (lower-case and capital letters) common exception words <u>words said have like so do some</u> Potential writing opportunities Diary entry/ sentence writing using connectives		Builds up their sentence writing and independent skills common exception words <u>words come little one were there what when out</u> Potential writing opportunities: Narrative writing – writing familiar stories/creating their own.		Children will: 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.

	Mathematics				
	Nursery: Number through Stories 1: The Gingerbread Man 2. Little Red Riding Hood 3. Goldilocks/Three Little Pigs 4. Wizard of Oz 5. Hungry Caterpillar 6. Jack and the Beanstalk 7. Snow White 8. The Enormous Turnip 9. The Train Ride 10. Ten Little Series Reception: Following Power of Maths Scheme				End of EYFS
	Number and Place Value	Addition and Subtraction	Properties of Shapes	Position, direction & pattern	
Nursery	<ul style="list-style-type: none"> Says number names to count objects, not necessarily in the right order Begin to develop one to one correspondence and say one number name for each object. Move or touch objects to count them (1-5) Knows that the last number reached when counting tells you how many there is in total. Count out specific number of objects from larger group (1-10) Knows number names initially to 5 then 10. Subitise small amounts arranged in regular pattern Uses language 'more than' 'fewer than' in real world situations. Recognises amounts that have been rearranged, if nothing has been added or taken away, then the amount is the same. Show 'finger numbers' up to 5 Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> Explore ways that numbers 0-5 can be represented i.e. 4 and 1. Solve real world mathematical problems with numbers 0-5. 	<ul style="list-style-type: none"> Explore 2D and 3D shape and their attributes through play such as construction, puzzles, shape sorters. Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round' 	<ul style="list-style-type: none"> Understands and describes position 'in' 'on' 'under' Understands and uses direction words 'up' 'down' 'across' Recognise and talk about an AB pattern i.e. red block, blue block, red block, blue block. Copy an AB pattern with range of features such as varying objects, size and orientation. Notice and correct an error in a repeating AB pattern 	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number; 14 - 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.</p> <p>Numerical Pattern</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 how quantities can be distributed equally</p>
Reception	<ul style="list-style-type: none"> Counts to 30, forwards and backwards. Counts things that cannot be seen, touched or moved. Can say number before or after a number, dropping back to one. Can stop and start counting in different places (forwards & backwards) Subitise small amounts of objects arranged in irregular pattern. use the language of: equal to, more than, less than (fewer), most, least Compare numbers i.e. 8 is a lot bigger than 2 but 3 is only a little bigger than 2. Represent numbers using objects and marks. Create marks to represent numerals (1-10 then 1-20) 	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10 Explore the composition of numbers to 10. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Record different ways a number can be partitioned (into 2 groups or more) solve additions and subtractions involving 1 digit numbers, using concrete objects and pictorial representations to support 	<ul style="list-style-type: none"> Explore properties of shapes through play including: curveness, numbers of sides/corners (2D) or edge, faces and vertices (3D) recognise and names some common 2-D and 3-D shapes. 	<ul style="list-style-type: none"> Understands and describes position 'in front' 'behind' Understands and uses direction words 'forwards' 'backwards' 'left & right' Recognise, talk about and continue an AB pattern then a more complex pattern such as ABC, ABB, ABBC, AABBB. Notice and correct an error in a complex repeating pattern 	

Understanding the World: Past and Present

Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
All about me & my family scrap book -me now and then -my body parts -what makes me special Let's make faces	Remembrance Day Bonfire night The Poppy Story	Real life Super Heroes Zog and the Fly doctors	Dinosaurs and things that are extinct That's not my dinosaur	The moon landing If I were an astronaut	Eco Warriors – helping our future 10 things I can do to help my world	All about me & my family scrap book -me now and then -my body parts -what makes me special	Remembrance Day Bonfire night Where the poppies now grow & One hundred steps: Tom Moore	Real life Super Heroes Busy People series	Dinosaurs and things that are extinct Dinosaur roar	The moon landing Mary Jackson: the human computer	Eco Warriors – helping our future Dear Earth	

Children will:
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.

Understanding the World: People, Culture and Communities

Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<u>Where in the world project day: Our Local Area & Our Capital City</u> <u>The Queens Hat</u>	<u>Where in the world project day: Christmas Around the World</u> All kinds of people	<u>Where in the world project day: China linked to Chinese New Year</u>	<u>Where in the world project day: France</u> <u>Everybody Bonjour</u>	<u>Where in the world project day: India</u>	<u>Where in the world project day: Antarctica</u>	<u>Where in the world project day: Our Local Area & Our Capital City</u> <u>This is London</u>	<u>Where in the world project day: Christmas Around the World</u> My world your world	<u>Where in the world project day: China linked to Chinese New Year</u>	<u>Where in the world project day: France</u> <u>A walk in Paris</u>	<u>Where in the world project day: India</u>	<u>Where in the world project day: Antarctica</u>	

Children will:
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, non-fiction texts and – when appropriate – maps.

Understanding the World: The World

Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Investigating Autumn – nocturnal animals, hibernation. <u>Owl Babies/Night animals (non-fiction)</u>	Light and Dark – torches/shadows/day and night – linked to Diwali <u>Shubh Diwali /Binny's Diwali</u>	Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly	Life Cycles Butterfly Tadpoles Crunching munching caterpillar/tadpoles promise	Our solar system Forces – gravity/friction/magnets	Plants – sunflowers/Vincent Van Gogh	Investigating Autumn – nocturnal animals, hibernation. <u>Owl Babies/Night animals (non-fiction)</u>	Light and Dark – torches/shadows/day and night – linked to Diwali <u>Shubh Diwali /Binny's Diwali</u>	Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly	Life Cycles Butterfly Tadpoles Crunching munching caterpillar/tadpoles promise	Our solar system Forces – gravity/friction/magnets	Plants – sunflowers/Vincent Van Gogh	

Children will:
Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.

Begins to make sense of their own life-story and family's history	Develop positive attitudes about the difference between people. Know that there are different countries in the world and talk about the difference they have experiences or seen in photos.	Shows interest in different occupation Talk about the difference between materials and changes they notice.	Understands key features of the life cycle of a plant and an animal.	Explores how things work Explore and talk about different forces they can feel	Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and living things.	Talks about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situation in the past.	Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and difference between life in this country and life in other countries.	Observe and interact with natural processes.	Explore the natural world around them and make observations – oral and drawings of what they see.	Compare and contrast characters from stories, including figures from the past. Observe and interact with natural processes.	Explore the natural world around them Recognise some environments are different to the one in which they live.	
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Expressive Arts and Designs: Creating with Materials

						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Children will: 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
Drawing: <i>Oil Pastels</i>	Drawing: Charcoal	Drawing: Ink	Drawing: Water Colours	Drawing: Chalk	Drawing: Vincent Van Gough Oil Paint – Flowers in Pot	
Colour: <i>Crayons (different shades)</i>	Colour: Powder paint/flick paintings	Colour: Mixing colours (melting ice colours together)	Colour: Mud/natural painting	Colour: <i>Marbling Planets</i>	Colour: Gel Sticks	
Texture: <i>Collage</i>	Texture: <i>weaving fireworks</i>	Texture: Textiles making capes and masks	Texture: Sand fossil moulds	Texture: Coloured rice	Texture: Ice	
Form: <i>Clay Faces</i>	Form: Figure sculptures (tin foil)	Form: Emergency Vehicles (junk modelling)	Form: Constructing using loll sticks (joining and building)	Form: Paper Mache Planets	Form: Pulleys	
Printing: <i>Finger painting</i>	Printing: Sponge printing	Printing: Tracing and transferring print	Printing: Fossil Rubbings/making	Printing: Symmetry printing	Printing: Flower Pressing, rubbing and lino work.	
Pattern: Building patterns (landmarks in London)	Pattern: Yayoi Kusama Doty pumpkins	Pattern: Repeated patterns (wrapping papers/tradition dress)	Pattern: Matisse – Matisse’s magical trail book.	Pattern: Rangoli Patterns	Pattern: Andy Goldsworthy – Large hard – patterns with natural materials.	

Expressive Arts and Designs: Being Imaginative

Nursery			Reception				End of EYFS	
Autumn	Spring	Summer	Autumn	Spring 1	Spring 2	Summer		
Learns to move their bodies to different songs (fast/slow)	Learns to engage in role play acting out first hand experiences.	Creates own movements whenever they head music.	Learns to link combinations of movements to different music.	Learns to represent their own ideas through role play and art/design.				Children will: 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.
Learns a variety of songs.	Learns skills to build stories around toys.	Learns how to use a range of resources to create props to support role play	Learns to sing well known songs, as well as songs that they have created.	Acts out narrative in their play with other children.				
Learns to engage in role play by copying what the adult does.		Engages in role play with other children.	Learns to introduce a storyline or narrative into their play.					
Explore role play resources								

<u>Trips & Visitors</u>							
<u>Library Loan</u>							