

EYFS - Progression of skills

	Communication and Language		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	<p>Understand single words in context-milk, cup, toy.</p> <p>General focus on an activity of their own choice.</p>	<p>Understand simple instructions, 'tidy time' 'snack time.'</p> <p>Begin to make themselves understood, say how they are feeling, using words and actions.</p>	<p>In pretend play start to develop a level of conversation.</p> <p>Begin to use clear speech to express their needs.</p>
Older Nursery	<p>Use a wide range of vocabulary.</p> <p>Pay attention to more than one thing at a time.</p>	<p>Use longer sentences with increased accuracy</p> <p>Develop an understanding a 'why' question and follow instructions with more parts</p>	<p>Express their point using words and actions</p> <p>Start a conversation to organise their play with peers</p>
Reception	<p>Listen to and talk about stories</p> <p>Learn and use new vocabulary, including asking purposeful questions</p>	<p>Predict what will happen in stories and events</p> <p>Articulate their ideas and thoughts in well formed sentences, including using 'and' 'because'</p>	<p>Recount and retell stories and events in order, using new vocabulary, including non-fiction</p> <p>Use talk to organise thinking and work out problems and offer explanations</p>

Early Learning Goals (ELG) at the end of Reception.

Listening, attention and understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking:

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

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	Personal and Social Emotional Development		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	<p>Play with increasing confidence on their own and alongside other children, sometimes needing adult support</p> <p>Express a range of emotions -happy/sad</p>	<p>Develop friendships with other children</p> <p>Be able to talk about and manage their emotions</p>	<p>Play with increasing confidence with collaboration with other children</p> <p>Talk about and explore their emotions in a more elaborate way, e.g. 'I am sad because...'</p>
Older Nursery	<p>Play with one or more children to extend and elaborate their ideas</p> <p>Recognise we have rules and routines</p> <p>Show more confidence in new situations and new routines</p>	<p>Develop ways to understand the importance of turn taking and resolve conflicts</p> <p>Develop a sense of responsibly to follow rules and routines</p> <p>Develop independence in meeting their own care needs, including starting to put their own coat and shoes</p>	<p>Use a range of strategies to resolve conflicts by talking to others</p> <p>Follow, understand and remember the need for rules and routines</p> <p>Increasing independence in care needs and making healthy choices including putting on their own coat and shoes</p>
Reception	<p>Build positive relationships with others</p> <p>Follow, understand and remember the need for new rules and routines</p> <p>Support to begin to manage their own needs - changing for PE</p>	<p>Develop respectful relationships and consider others feelings</p> <p>Develop resilience and perseverance in new situations</p> <p>Manage their own needs-toileting, and belonging changing for PE</p>	<p>Build co-operative relationships, taking into account the perspective of adults and peers</p> <p>Confident to work towards and achieve their goals</p> <p>Increased independence to manage their own needs and the importance of healthy choices</p>

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Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self:

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

Building Relationships:

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

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	Physical skills		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	<p>Begin to move to music showing control of their body</p> <p>Begin to use cutlery with modelled support, and encourage to sit at the table to eat</p> <p>Begin to explore a range of tools-scissors, paint brushes, tweezers</p>	<p>Develop their bodies to move in different ways. E.g., kicking and rolling a ball and catching a ball</p> <p>Develop using cutlery with modelled support, and encourage to sit at the table to eat</p> <p>Develop skills by using a range of tools-scissors, paint brushes, tweezers</p>	<p>Use large and small motor skills to develop their skills, including large wheeled toys</p> <p>With increased confidence have a go to use cutlery most of the time whilst sitting at the table</p> <p>Confidently use skills by using a range of tools-paint brushes, cutting tools, pencils, tweezers</p>
Older Nursery	<p>Continue to develop their movement and balance and riding skills</p> <p>With increased confidence, use of a knife and fork and sit at the table to eat for an increased amount of time</p> <p>Begin to use tools including equipment to mark make and scissors</p>	<p>Develop the ability to create team game activities with their peers</p> <p>Develop the use of a knife and fork and sit at the table to eat</p> <p>Develop the use of tools in a comfortable grip with more control</p>	<p>Confidently collaborate with others in team challenges, selection their own equipment</p> <p>Confidently use of a knife and fork and sit at the table to eat</p> <p>Within increased accuracy use dominant hand with a variety of tools</p>
Reception	<p>Build upon earlier ways of moving to have more control</p> <p>Build their fine motor skills to use a range a tools competently and safely</p>	<p>Develop core muscle strength to achieve good posture for developing their fine motor skills</p> <p>Develop the foundation of skills for writing through the use of fine motor activities</p>	<p>Confidently use a range of movements to develop overall body strength with increased co-ordination</p> <p>Confidently use tools for writing, creating, cutting and eating</p>

Early Learning Goals (ELG) at the end of Reception.

Gross-Motor Skills:

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

Fine-Motor Skills:

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

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	Literacy		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	<p>Begin to listen focus on different sounds and be able to identify them – environmental, animal, instruments</p> <p>Begin to notice some print</p> <p>Begin to listen to stories and have favourite books to read with adults</p> <p>Begin to use marks in different areas and sometimes give meaning to these</p>	<p>Develop their ability to listen to different sounds and recognise what is creating them</p> <p>Develop ability to create different sounds with their voice, bodies and instruments</p> <p>Develop their understanding of print- recognize logos, familiar signs</p> <p>Develop ability to listen to and respond to stories- joining in with repeated phrases</p> <p>Begin to make marks and link meanings to these marks</p>	<p>Confidently listen and respond to stories, retelling some parts</p> <p>Confidently listen to and name sounds they hear around them and in games, adult led tasks</p> <p>Confidently recognise some print – their name (at least initial letter) and on familiar signs and logos</p> <p>Confidently use their voices and bodies to create sounds</p> <p>Confidently use marks for meaning</p>
Older Nursery Literacy	<p>Begin to discriminate some individual sounds</p> <p>Begin to recognize the purpose of print in books and that it has meaning</p> <p>Begin to use marks to represent writing</p> <p>Begin to recognise the different parts of a book</p> <p>Begin to tell simple stories, involving real life events and some imaginary situations</p>	<p>Develop discrimination and production of individual sounds – recognizing words that begin with the same sound</p> <p>Develop recognition of rhymes/ syllables</p> <p>Develop oral blending of sounds</p> <p>Develop writing- start with letter from their name</p> <p>Develop story telling using imagination, fantasy and themes from other stories.</p>	<p>Introduce RWI to link letters to sounds</p> <p>Confidently write some letters of their name and some other letters for sounds they have been taught</p> <p>Confidently orally blend and start to blend some letters when reading</p> <p>Confidently tell a story involving real and fantasy events. Use their imagination to create storylines and themes and write some of the story themselves</p>
Reception Literacy	<p>Begin to read and blend set 1 sounds from RWI</p> <p>Begin to segment and blend sounds to read words</p> <p>Begin to read some tricky words by sight (I the)</p> <p>Write some letters using the correct formation</p> <p>Begin to write some simple words with support</p>	<p>Develop fluency with set 1 sounds from RWI scheme and begin to introduce set 2 sounds (2 letters -1 sound)</p> <p>Develop segmenting and blending to read words and some short sentences</p> <p>Continue to learn tricky words to read by sight</p>	<p>Confidently read all set 1 sound from RWI phonics scheme and most of set 2 sounds</p> <p>Confidently segment and blend words to read sentences</p> <p>Increase the bank of tricky words they can read by sight</p>

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	<p>Begin to sequence a simple story using pictures and story maps</p> <p>Begin to create their own versions of stories</p>	<p>Form more letters from set 1 sounds correctly</p> <p>Develop writing skills to write words using sounds they know</p> <p>Develop segmenting and blending to write some words independently</p> <p>Develop understanding of stories. Creating story maps and using these to retell a story including words and phrases from the stories they have heard</p> <p>Develop their own storytelling to tell a story that is recorded by an adult- some / letters or words written themselves</p>	<p>Confidently form letters for all set 1 sounds and most of set 2 sounds and some capital letters</p> <p>Confidently use phonics to write plausible attempts at words</p> <p>Confidently write short sentences, captions and labels</p> <p>Think say write check when composing sentences</p> <p>Confidently create a story map to retell a known story</p>
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Early Learning Goals (ELG) at the end of Reception.

Comprehension:

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

Word Reading:

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

Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters. –
- Write simple phrases and sentences that can be read by others.

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	Mathematics		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	<p>Use some number names Begin to show quantities using fingers- may not say the correct number name Begin to recognise some numerals in the environment Begin to create small groups and recognise when they have more Begin to add objects / take some away to change quantities Begin to recognise that different objects have different shapes Begin to sort objects by different attributes decided by them eg colour, shape, purpose Begin to recognise routines in the day</p>	<p>Say some number names in order Create small groups and recognise when they change Recognise numerals 1 and 2 Begin to describe groups when asked 'what can you see' using cardinality principle</p> <p>Use shapes while constructing Explore sizes and shapes of objects around them and begin to use language to describe size, shape, colour Begin to use language of big, small, short, long, heavy Begin to use language of more Begin to use some language related to time, home time, dinnertime, playtime, day</p>	<p>Rote count to 3 Subitise up to 3 objects Begin to subitise Count and create groups of up to 3 Recognise some numerals of significance Begin to recognise changes in quantities Explore shapes for building Begin to follow instructions relating to position Begin to recognise some time related words- today, later, days of the week, afternoon, dinnertime Begin to compare sizes, weights between 2 objects</p>
Older Nursery	<p>Rote count to 3 Count and copy up to 3 claps; 3 marching steps' Say how many objects (1-3) when asked to 'what can you see?' Recognise the numerals 1, 2, 3, and say the number name</p> <p>Explore & talk about shape using informal language to describe it Walk on lines – curved and straight Draw lines (freehand)</p> <p>Use positional language - behind/in front; up/down; inside/outside Notice patterns and arrange things in patterns</p> <p>Compare sizes, weights etc using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' Uses early vocabulary of time eg today, the day before/after this day</p>	<p>Rote count to 5 Match number of objects to correct numeral at least to 3, then 5 (show finger numbers) Recognise the numerals 0 -5 and say the number name Explore the 'fiveness of 5' (subitise) Compare quantities using language: 'more than', 'fewer than'</p> <p>Experiment with their own symbols and marks as well as numerals to solve real world mathematical problems Talk about and recognise 2D shapes: rectangle, square, triangle, circle, oval Talk about and recognise 3D shapes: cube, cuboid (box); sphere (ball); cylinder (tube) Make and continue a pattern with colours, shapes or sizes Walk and ride on lines and around shapes on the playground, talk about the shapes Create closed shapes with continuous lines Use scales to weigh objects and ingredients: Use the vocabulary heavy, light, heavier, lighter,</p>	<p>Rote count to 10 and beyond Order numerals 1-10 Count 0-10 forwards and backwards in everyday contexts Match the number of objects (0-5) to the correct numeral Say how many objects (0-3) when asked 'How many?' Count and match arrangements of 0-5 Count objects (including cups) up to 5, moving them from the Resources Table to the Maths table Use the denomination of the object being counted 'How much is there here?' (cardinal principle) Solve real world mathematical problems with numbers up to 5 Copy the numerals 0, 1, 2, 3 with increasing accuracy using the large oval template Solve real world mathematical problems with numbers up to 5 When asked eg How many more? How many less? Children respond by working out the</p>

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		<p>heaviest and lightest Use the vocabulary of height, weight, capacity Use positional language to order three objects of different size. Extend and create ABAB patterns Make comparisons between objects relating to size, length, weight and capacity Compare quantities using language: 'more than', 'fewer than' Knows some names of days of the week Sort objects and shapes according to own criteria eg animals; vehicles</p>	<p>quantity (count fingers and/or objects) and/or saying one more/less Compare quantities using language: 'more than', 'fewer than' Sort/ organise/ match shapes by recognising some properties, Notice simple symmetry 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 Begin to name 2D shapes in everyday contexts eg a drawing of a house with windows (square), door(rectangle) and a roof (triangle) Use positional language, eg left, right, top, middle, bottom; next/beside/opposite/between Use positional language to describe walks and journeys Notice and correct an error in a repeating pattern Arranges objects in order of size using a more mathematical vocabulary with comparatives & superlatives eg short, shorter/shortest Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...yesterday/today/tomorrow' Refers to days of the week, begins to sequence Knows some months of the year and season names. Use time vocabulary Sort objects into groups of the same type, eg beads or pictures of frogs Sort and match objects according to size</p>
<p>Reception</p>	<p>Say how many objects (1–5) developing fast recognition of up to 5 objects, without having to count them individually ('subitising') Recognise the numerals 0, 1, 2, 3, 4, 5 and say the number Match the number of objects (0–10) to the correct numeral Count 0-10 forwards and backwards, count to 20 forwards inc everyday contexts eg footsteps/pennies Count and match arrangements of up to six items, Use counting action for objects to at least 10, when asked to, 'Look at the Maths Table & count'.</p>	<p>Count objects & match to numeral at least to 10, then 20 Use the counting action and count out loud when asked to, 'Look at the Maths Table and count' Use denomination In Real-Stories/Reallife Stories, say, for example, [number] cups/children when asked 'How much is there here?' Count forwards/backwards from zero in ones to/from 20 and count up to 50 crossing 10's boundaries.</p>	<p>Recognise and say a half when asked, How much is there here? and when shown the symbol $\frac{1}{2}$ Say 'a half cup' when shown a half cup and asked How much is there here? Say a quarter cup when shown a quarter cup and asked, how much is there here? Count forwards/backwards 0 to 20 and beyond (up to 99) Count and match pennies to objects costing up to 10p Say 'a half' when shown the symbol $\frac{1}{2}$ or words</p>

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	<p>For Real-life story count eg pennies.</p> <p>Act the Real Story (cups) for addition Maths Stories with 1-digit whole numbers by following verbal instructions, ie Get ready to get some more; then for written 1-digit Maths stories, including 0</p> <p>Act out a basic Real-Life Story (counters/ blocks/pennies following verbal instructions.</p> <p>Use vocabulary relating to addition</p> <p>Look at an addition Maths Story with 1- digit whole numbers, read what it says: $2 + 4 + 3 = 9$; means: two cups, add four cups, add three cups, equals nine cups Say one more than and one less than a given number (0–10)</p> <p>Match shapes by recognising similarities, eg same number of sides</p> <p>Begin to use mathematical names for 2D shapes</p> <p>Use positional language, such as over/ under/through; behind/in front; up/down; over/under, straight /curved; inside/outside; after/before</p> <p>Use vocabulary related to size, eg little, medium, big, huge</p> <p>Sort objects into groups of the same type, eg beads or pictures of frogs Sort and match objects according to size</p>	<p>Sequence numbers from 0 to 10 then 0 to 20 Order objects or pictures and say: first, second, third, etc up to tenth</p> <p>Match pairs of numbers (0–20) to a variety of objects</p> <p>Act the Real Story, using cups/blocks/counters, for addition, then subtraction, Maths Stories with 1-digit whole numbers</p> <p>Look at the Maths Story and read what it says /means for addition/subtraction Maths Stories with 1-digit whole numbers</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) Use the words and actions for: add, take away and equals</p> <p>Say one more than or one less than for 1- digit whole numbers up to 20</p> <p>Double up to $5 + 5$ objects</p> <p>Share up to 15 objects equally</p> <p>Recognise and name 2D shapes: rectangle, square, triangle, circle, oval</p> <p>Find half of shapes (symmetry)</p> <p>Sort and match 2D shapes (rectangle, square, triangle, circle, oval) by counting the number of straight sides</p> <p>Recognise & name 3D shapes: cube, cuboid Make and continue a pattern with, for example, repeated colours, shapes or sizes</p> <p>Use scales to weigh objects and ingredients: Use the vocabulary heavy, light, heavier, lighter, heaviest and lightest</p> <p>Use the vocabulary of height,</p> <p>Use the vocabulary of capacity</p> <p>Compare heights using vocabulary of short and tall</p> <p>Order height as shorter than and taller than, shortest, tallest</p> <p>Use the vocabulary heavy, light, heavier, lighter, heaviest and lightest Compare capacity using vocabulary of empty/full</p> <p>Sort 2D and 3D shapes according to criteria</p>	<p>'a half' or 'one half' and asked 'What does this say?' Then for $\frac{1}{4}$</p> <p>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 Use 10-frames to add/subtract by subitising and using known bonds to 5 (and 10) Begin to use more efficient strategies to Act a Real Story for an addition and subtraction Maths Story with 1-digit whole numbers (cups/blocks/counters) and halves, using whole and half cups, then quarter cups Act out addition and subtraction Real-Life Stories for 1-digit whole numbers, eg two parcels, add three parcels, take away one parcel, equals four parcels Link one more than/ one less than to Maths Stories (+1 or -1) saying 'one more/less than \square is \square (up to 99)</p> <p>Identify and name 2D shapes Sort 2D shapes by type, ie tessellating and non-tessellating Identify and name 2D & 3D shapes in everyday contexts, eg a sphere-shaped ball; a tin of beans as a cylinder; icecream cornet as a cone</p> <p>Use positional language, eg left, right, top, middle (centre), bottom; next/beside/opposite/between</p> <p>Use positional language to describe walks and journeys Continue, copy and create repeating patterns</p> <p>Weigh parcels/objects and say /order which is heavier/lighter or heaviest/lightest Say o'clock for time on the hour Measure one- or five-minutes using sand timers Count the number of actions done within a time limit, eg counting jumps or numbers with a sand timer Talk about time using the vocabulary of minutes, hours, o'clock, early and late</p> <p>Talk about speed using the vocabulary of fast and slow</p> <p>Collect information to make a block graph Find and talk about the information on a block graph</p>
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Early Learning Goals (ELG) at the end of Reception.

Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

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

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	Understanding of World		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	Begin to understand and say who is in their family	Develop connections between their families and others	Talk about similarities and differences between their family and their peers. E.g: I have a brother and you have a sister
Older Nursery	Begin to make sense of their own self as a person Know that plants need to be looked after, just like people do	Develop positive attitudes about differences between people Plant seeds and care for them growing	Know that everybody is different, some people are boys and some are girls etc Confidently say what plants need to grow and how to be respectful to plants and people
Reception	Talk about who lives in their house-immediate family members and Grandparents Begin to understand that some events happened in the past and others now and the future. E.g. when your birthday is Begin to look at and images of where we live and images of different places to compare	Name and describe people who are familiar to them Develop an understanding of events that happened in the past, remembering when your birthday is Look at maps and locate where live with help from an adult	Confidently talk similarities and difference in their families and others Understand we are all unique Confidently talk about when your birthday is and other significant events from the past and future-upcoming events that are important to them Draw a simple map of where we live Confidently say how we can look after the world around us-where we live

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Early Learning Goals (ELG) at the end of Reception.

Past and Present:

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

People, Culture, Communities:

- 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.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

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	Expressive Arts and Design		
	Autumn Term	Spring Term	Summer Term
Younger Nursery	<p>Start to make marks intentionally using a range of different materials</p> <p>Enjoy listening and beginning to take part in action songs</p>	<p>Develop and investigate playing with different materials</p> <p>Develop a love of joining in familiar nursery rhymes and action songs</p>	<p>Make models and pictures which express their ideas</p> <p>Confidently sing some nursery rhymes and action songs</p>
Older Nursery	<p>Take part in pretend play, using props/objects to support their play</p> <p>Explore different materials freely</p> <p>Remember and sing entire songs from memory</p> <p>Begin to explore drawing a face-drawing a circle</p>	<p>Develop role-play through use of small world-animals, dolls etc</p> <p>Develop the use of different materials and decide what materials will work best</p> <p>Develop a sense of rhythm and tone when singing</p> <p>Develop adding more detail to drawing of a face-eyes and mouth</p>	<p>Confidently make more complex 'small world' play scenes using other forms of construction equipment</p> <p>Confidently join different materials together for its intended purpose</p> <p>Confidently sing a selection of taught and familiar songs</p> <p>Confidently begin to add expressions to facial drawings-happy/sad</p>
Reception	<p>Continue to develop using construction equipment for desired effect</p> <p>Listen attentively and sing and move to the music</p>	<p>Develop ideas for small world and begin to share ideas with others</p> <p>Develop storylines and singing skills through pretend play</p>	<p>Work collaboratively with peers to 'build' models for small world and free play</p> <p>Confidently sing as part of a group or on their own with increased melody and rhythmic tone</p>