EYFS Development of Key Skills: *Model, Apply & Build Upon*

Communication & Language Development

Statutory Guidance from the EYFS Framework

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Development of Listening, Attention & Understanding	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions .	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures.	To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth interactions.	*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 their understanding.* *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*
Development of Speaking	To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the topic/theme learning.	To answer questions in front of a whole class. To use new vocabulary throughout their learning and play.	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books	To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk to a range of adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.	*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.* *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.* *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

Personal, Social & Emotional Development

Statutory Guidance from the EYFS Framework

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Development of Self-Regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions. e.g. stop, take a deep breath, count to 10 and talk about the problem and their feelings. To continue to consider the needs and feelings of others.	To continue to learn how to manage and control their emotions using a range of techniques e.g. stop, count to 10, take a deep breath and talk about the problem and their feelings	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.	*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.*
Development of Managing Self	To independently be able to: *Use the toilet, Wash hands, Put coat on, Change shoes.* To explore the Reception environment. To begin to understand the rules of a classroom as well as whole school rules.	To have confidence to try new activities. To develop ability to follow the rules of the classroom as well as whole school rules.	To begin to show resilience and perseverance when faced with a challenge.	To independently manage to fasten a zipper on a coat. To independently manage to fasten button. To understand the importance of healthy choices.	To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support.	To show a 'can do' attitude to change and transition.	*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.*
Development of Building Relationships	To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.	To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.	To begin to work as a group with support from adults. To take turns during group work and when playing games together.	To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships.	*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.*
L4L (Kapow)	Self-Regulation: My Feelings	Building relationships: Special relationships	Managing self: My wellbeing	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: Taking on challenges	

Physical Development

Statutory Guidance from the EYFS Framework

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Development of Gross Motor Skills	To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors, pencil, glue, paint brush etc. To move in time to a piece of music, following the rhythm and use counting to help keep in time. To communicate ideas through movement, demonstrating confidence and imagination.	To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.	To demonstrate control over their body when moving around the hall or the outdoor environment.	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.	To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.	To play by rules given and develop co-ordination. To learn to play as a team. To continue to learn to play against an opponent. To continue to follow instructions safely and carefully when playing team games.	*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.*
Development of Fine Motor Skills	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To use tweezers to transfer objects. To make points in playdoh by pinching. To begin to write their name.	To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To continue to learn writing their name. To continue to write taught letters using correct letter formation.	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.	To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.	To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.	To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.	*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.*

Literacy

Statutory Guidance from the EYFS Framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Development of Comprehension Skills	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.	*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, nonfiction, rhymes and poems and during role play*
Development of Word Reading	To begin to orally blend sounds in short words e.g. cat, dog.	To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.	*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.*
	<u>Phase 2</u> Phase 2 introduces simple letter-sound (phoneme) correspondences. As each letter of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. **Set 1**: s, a, t, p **Set 2**: i, n, m, d **Set 3**: g, o, c, k **Set 4**: ck, e, u, r **Set 5**: h, b, f, ff, l, ll, ss **Irregular Words**: the, to, I, no, go		**<u>Phase 3</u>** Children build on the letter-sound correspondences learned in Phase 2. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai'). **Set 6**: j, v , w, x **Set 7**: y, z , zz, qu **Set 8:** ch, sh, th, ng **Set 9:** ai, ee, igh, oa, oo, oo **Set 10:** ar, or, ur, ow, oi **Set 11:** ear, air, ure, er **Irregular Words:** he, she, we, me, be, was, my, you, they, her, all, are		**<u>Phase 4</u>** Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants. Children to revise and recall all Phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words. **Irregular Words:** said, so, have, like, some, come, were, there, little, one, do, when, out, what		

Development of Writing Skills	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words. To begin to write their name.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some red words correctly. To continue to write captions using taught sounds.	To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including special friends.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to read their written work back and check for meaning.	*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

Statutory Guidance from the EYFS Framework

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Development of Number & Numerical Pattern Skills

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Autumn Block 1: Match, sort and compare *Match objects, Match pictures and objects, Identify a set, Sort objects to a type, Explore sorting techniques, Create sorting rules, Compare amounts.* **Autumn Block 2: Talk about measure and patterns** *Compare size, Compare mass, Compare capacity, Explore simple patterns, Copy and continue simple patterns, Create simple patterns.* **Autumn Block 3: It's me 1, 2, 3** *Find 1, 2 and 3, Subitise 1, 2 and 3, Represent 1, 2 and 3, 1 more Step 5 1 less, Composition of 1, 2 and 3.* **Autumn Block 4: Circles and triangles** *Identify and name circles and triangles, Compare circles and triangles, Shapes in the environment, Describe position.* **Autumn Block 5: 1, 2, 3, 4, 5** *Find 4 and 5, Subitise 4 and 5, Represent 4 and 5, 1 more, 1 less, Composition of 4 and 5, Composition of 1–5* **Autumn Block 6: Shapes with 4 sides** *Identify and name shapes with 4 sides, Combine shapes with 4 sides, Shapes in the environment , My day and night*		**Spring Block 1: Alive in 5** *Introduce zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5, 1 more, 1 less, Composition, Conceptual subitising to 5.* **Spring Block 2: Mass and capacity** *Compare mass, Find a balance, Explore capacity , Compare capacity.* **Spring Block 3: Growing 6, 7, 8** *Find 6, 7 and 8, Represent 6, 7 and 8, 1 more, 1 less, Composition of 6, 7 and 8 , Make pairs – odd and even, Double to 8 (find a double), Double to 8 (make a double), Combine two groups, Conceptual subitising.* **Spring Block 4: Length, height and time** *Explore length, Compare length, Explore height, Compare height, Talk about time, Order and sequence time.* **Spring Block 5: Building 9 and 10** *Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10 , 1 more, 1 less, Composition to 10, Bonds to 10 (2 parts) Make arrangements of 10, Bonds to 10 (3 parts), Doubles to 10 (find a double), Doubles to 10 (make a double), Explore even and odd* **Spring Block 6: Explore 3-D shapes** *Recognise and name 3-D shapes, Find 2-D shapes within 3-D shapes, Use 3-D shapes for tasks, 3-D shapes in the environment, Identify more complex patterns, Copy and continue patterns, Patterns in the environment.*		**Summer Block 1: To 20 and beyond** *Build numbers beyond 10 (10–13), Continue patterns beyond 10 (10–13), Build numbers beyond 10 (14–20), Continue patterns beyond 10 (14–20), Verbal counting beyond 20, Verbal counting patterns.* **Summer Block 2: How many now?** *Add more, How many did I add?, Take away, How many did I take away?* **Summer Block 3: Manipulate, compose and decompose** *Select shapes for a purpose, Rotate shapes , Manipulate shapes, Explain shape arrangements , Compose shapes, Decompose shapes, Copy 2-D shape pictures, Find 2-D shapes within 3-D shapes.* **Summer Block 4: Sharing and grouping** *Explore sharing, Sharing, Explore grouping, Grouping, Even and odd sharing, Play with and build doubles.* **Summer Block 5: Visualise, build and map** *Identify units of repeating patterns, Create own pattern rules, Explore own pattern rules, Replicate and build scenes and constructions, Visualise from different positions, Describe positions, Give instructions to build, Explore mapping, Represent maps with models, Create own maps from familiar places, Create own maps and plans from story situations* **Summer Block 6: Make connections** *Deepen understanding, Patterns and relationships.*		*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.* *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*

Understanding the World

Statutory Guidance from the EYFS Framework

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Development of Past and Present	To know about their own life story and know they have changed.	To know some similarities and differences between things in the past and now (houses, communities) To talk about the lives of the people around us and their roles in society.	Talk about the lives of people around them.	Talk about past and present events in their lives and what has been read to them.	To know about the past through settings, characters.	To know about the past through settings, characters and events. To talk about and show respect towards the lives of the people around us and their roles in society.	*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.*
Development of People, Culture & Communities	To be able to talk about their own lives – my home, my community, my family, my school, my world. To recognise similarities and differences between themselves and their peers. Know about features of the immediate environment.	To know about people who help us within the local community. To know that other children do not always enjoy the same things. To identify different celebrations and how people celebrate. To talk about how Hindus celebrate Diwali. To know the Christmas story and how it is celebrated.	Know that people around the world have different religions. To talk about Chinese New Year.	Know that there are many countries around the world. To know that Christians celebrate Easter.	To know the name of the town where they live. To identify the features of simple maps of the local area.	To know that simple symbols are used to identify features on a map.	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* *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.*
Development of The Natural World	To explore and ask questions about the natural environment around them. To describe what they can see, hear, smell and feel when they are outside. To identify and recognise the features of Autumn.	Understand the terms 'same' and 'different'. To know features of their own immediate environment.	To identify minibeasts and microhabitats. To talk about the four seasons and seasonal change. To explore weather and has this effects animals.	To identify different habitats. Make observations about plants discussing similarities and differences. To identify and recognise the features of Spring	To identify and recognise the features of Summer. Know some important processes and changes in the natural world including states of matter. To name and identify everyday materials and their properties.	To know there are many countries around the world. To identify similarities and differences of world countries. To identify different habitats and the animals that live in them.	*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.*

Expressive Arts & Designs

Statutory Guidance from the EYFS Framework

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Development of Creating with Materials	To name colours. To create simple representations of people and objects. To explore different techniques for joining materials. To draw and colour with pencils and crayons. To experiment with colouring mixing. To use colours for a particular purpose. To explore the work by the artists Picasso and Kandinsky.		To experiment with different mark making tools such as art pencils, pastels, chalk. To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures to create puppets. To use some cooking techniques – Easter nests, heart biscuits and pancakes.		To use materials to explore sculpture. To explore the work by specific artists (Including African & Chinese Art) To be able to identify texture, shape and colour. To experiment with printing techniques. To share creations, talk about process and evaluate their work. To adapt work where necessary. To design and make models with a purpose.		*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.*
Development of Being Imaginative & Expressive	**Nursery Rhyme Basket**: Traditional Rhymes To experiment with different instruments and their sounds. Sing and perform nursery rhyme. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. Create narratives based around stories. To use costumes, songs and resources to act out the Nativity. **Kapow Music Unit: Celebration Music** • Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.		**Nursery Rhyme Basket:** Counting Rhymes To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories. **Kapow Music Unit: Exploring Sound** • Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them. **Kapow Music Unit: Big Band** • Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.		**Nursery Rhyme Basket**: Complex Language/Our favourites. To move in time to the music. To play an instrument following a musical pattern. To Invent their own narratives, stories and poems. **Kapow Music Unit: Musical Stories** • A unit based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. **Kapow Music Unit: Music & Movement** • Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.		*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*