F2 Curriculum 2026-2027

	Communication and Language
	Personal, Social and Emotional Development
	Physical Development
	Literacy
	Mathematics
	Understanding the World
	Computational Thinking
	Expressive Art and Design

Autumn Term	Spring Term	Summer Term
All About Me!	**The Big Wide World**	**We are Investigators!**
Rationale The children are arriving from different settings and with different experiences and skills. This is the term where we get to know them, their strengths and their needs. Baseline judgements are made and early intervention opportunities highlighted. Programmes for Phonics, Mathematics, C&L, Physical Development and PSED begin.	Rationale The children have been introduced to the timeline and the concept of chronology – this term will reinforce and build on this. The curriculum foci are Geography (comparing) and Science (classification).	Rationale This final term will focus on getting the children ready for the transition to Year 1. We will be concentrating on Science, History and Being Creative and helping the children to explore ideas, test them and explain their reasoning.

Possible Themes, interests, lines of enquiry

Throughout the year the children take part in Forest Friday sessions. They explore the school outdoor environment identifying and observing the weather and seasonal changes, prepare and look after the foundation garden, eat the fruit and vegetables they have grown, visit the pond and care for the school grounds.

Rule of Law	Respect	Individual Liberty	Tolerance	Democracy	Revisit all British Values
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Feelings – Find out about our different emotions and how we can safely express them. Starting school Families - Learn about the school family (Who is Arnold Mill?) Learn about each other and our families. Babies – Look at how much we have changed and the human life cycle	Learn about how we celebrate the birth of a new baby. Christenings Toys- look at what we play with now and find out what our teachers played with when they were children. Artist- Jackson Pollock (painting techniques)	The Globe – where is the sea, the land? Where we live – We live in England Learn about addresses and our place in the locality. What are the features? Local area maps and journeys	Look for similarities and differences – make comparisons. A Cold Place – Find out about living in a colder climate. What animals live there? – classification Easter Lifecycle- Ponds and frogs Rhyming stories Artist – ( )	A Hot Place - Find out about living in a warmer climate. What animals live there? – classification Growing – Parts of a plant Conditions for growth Lifecycles – sunflowers Animals and their babies – farm animals linked to spring Testing and hypothesizing – floating and sinking	Historical event – 1969 moon landing Historical figure – Mary Anning Dinosaurs – herbivore or carnivore The Water Cycle Bible stories – a special book for Christians Creation- Christian beliefs about the Creation story Artist – Frida Kahlo (self-portraits)
Celebrations and Events Chronology – begin our timeline for the year and add on celebrations, significant events and birthdays. School rules/classroom routines Autumn leading into Winter - hibernation Harvest Festival Black History Month Festivals of Light – Diwali, Bonfire Night Cook parkin on the fire Library visit Remembrance Day Church visit Cinema night Children in Need		Celebrations and Events Chronology – continue our timeline Winter and the first signs of Spring Lunar New Year Shrove Tuesday Library visit World Book Day Ramadan Mother's Day Science Week Local Park trip Frogs in the pond Post an invitation Easter		Celebrations and Events Chronology – continue the timeline and then look back at our year Spring becoming Summer – lifecycles Planting in the garden Vaisakhi Eid Library visit White Post Farm Trip Disco Sports Day Transition and visits to Yr1 Learning Journey celebration End of F2 party	

Christmas Performance/Christmas party	Easter crafts with parents	

Suggested Texts (may change due to children's interests)

Drawing Club Text (may change due to children's interests)

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Communication and Language: Listening, Attention and Understanding			**RECEPTION**			
ELG: 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 interaction. 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 teachers and peers.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Social rules of listening	Knows to look and listen when an adult is speaking	Raises hand to speak during carpet sessions Maintain attention in whole class/groups	Waits their turn when an adult is speaking to someone else in the environment – with a reminder	Is able to listen to someone whilst doing something else.		Listens attentively. Responds with relevant questions, comments and actions during whole class discussions and small group interactions. Makes comments about what they have heard. Asks questions to clarify understanding. Holds conversations back and forth.
Listening to what is read with understanding	Listens to a picture book story with attention. Joins in with stories and rhymes	Listens to a story with attention and can answer "what" questions.	Answers "why" questions Begins to ask "what" and "why" questions. Makes comments Listens to non-fiction books	Can sequence a story they have heard several times using pictures or props. Talks about the new knowledge found in non-fiction and applies new vocabulary to show understanding.	Remembers key points from a story told without props or pictures	
Listening and learning	Listens to songs with repetition and joins in.	Learns rhymes, poems and songs as a whole class to perform to others.	Learns rhymes, songs and poems by heart	Changes songs – makes suggestions for new words.		
Listening to follow instructions	Follows a one-step instruction when directed to them by name	Follows a two-step instruction that includes prepositions.	Can follow a series of instructions.	Can follow a series of instructions to complete a piece of work.		

Communication and Language: Speaking		**RECEPTION**				
ELG: Participates in a small group, class and one to one discussions, offering their own ideas and using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction and poems when appropriate. Expresses ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Social rules of speaking	Greets adults in the setting politely, whilst looking at them. Answers register Says “Good morning” in response to name. Looks at someone when they are being spoken to.	Uses manners when speaking to an adult in the classroom (please, thank you, excuse me) Participates in one-to-one discussions with peers and familiar adults.	Uses manners when speaking to peers and other adults in school Children say “Good morning” to greet adults as they arrive to school.	Uses appropriate language when negotiating with peers. (e.g. Please may I..)	Participates in a small group, class and one to one discussions. Offers own ideas Uses recently introduced vocabulary Offers explanations for why things might happen Makes use of recently introduced vocabulary from stories, non-fiction and poems. Expresses ideas and feelings about experiences using full sentences.	
Sentence structure	Gives ideas, answers and thoughts in sentences with support modelling sentence stem.	Starting to link simple sentences Explains something using 4-6 word sentences.	Asks questions to find out more using why and how	Begin to use and describe in past tense something that has happened.		
Vocabulary and Sounds	Copies, practises and explores new vocabulary, taken from topic, stories or non-fiction texts. Adults to revisit vocabulary.	Uses new vocabulary/phrases in play and communication Uses language to create a story in imaginative play		Applies new vocabulary in play and new contexts.		

Personal, Social and Emotional Development: Managing Self			**RECEPTION**			
ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Confidence and Resilience	Separates from carer. Selects and uses activities of interest. Is confident to talk to other children in play. Communicates about family and home.	Enjoys the responsibility for carrying out small tasks. Welcomes and values praise. Confident to ask adults for help.	Confident to participate in a wider range of activities. Becoming more confident and outgoing in social situations	Can talk about self in a positive way. Beginning to show resilience in the face of a difficult challenge.	Is confident to try new activities. Shows resilience and perseverance in the face of challenge.	
Following Rules	Begins to respond to classroom behaviour expectations. Follows a one-step instruction directed to them. Enjoys classroom reward systems.	Knows and understands the classroom expectations and is meeting them with support. Responds to a direction immediately.	Meets classroom behaviour expectations. Recognises how and when they meet the behaviour expectations	Makes suggestions for alternative behaviour choices	Can explain the reasons for rules. Knows right from wrong and tries to behave accordingly.	
Independence Managing own needs	Comes into school and puts away their belongings – book bag, lunch box. Can put on and take off their coat and hang it on peg. Can go to the toilet independently. Can wash hands independently. Will try a variety of food with encouragement.		Understands why we wash our hands. Knows the importance of eating fruit and veg and drinking water. Understands the importance of sleep. Understands and knows how to protect themselves against different weather conditions – clothing, suncream, water.		Shows independence. Can get dressed and undressed with support. Can do up the zip on their coat. Can go to the toilet and wash hands.	

Personal, Social and Emotional Development: Building Relationships			**RECEPTION**			
ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships	Initiates play – offers cues to others to join in. Demonstrates friendly behaviour – willing to share. Talks to familiar adults. Seeks help from familiar adults.	Approaches other children to join in. "May I play?" Initiates talk with familiar adults.	Plays in a group, extending and elaborating on play ideas. Begins to negotiate with friends on turn taking	Takes steps to resolve conflicts with others – finding a compromise. Beginning to think about the perspectives of others.	Works and plays cooperatively. Take turns without direct adult intervention. Understands their own needs and can express them. Sensitive to the needs of others.	

Personal, Social and Emotional Development: Self Regulation			**RECEPTION**			
ELG: Shows 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 focussed 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.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Self-regulation	Separates from carer in a new setting. Explores new environment and resources. Talks about things of immediate interest to them. Sits on the carpet next to others during "class teach". Knows to look and listen when an adult is speaking. (aware of carpet rules)	Can recognise simple emotions in others. Can express their own present emotions. Beginning to show some empathy towards others. Sees the impact of their own actions. Shares resources with support. Raises hand to speak in a carpet session.	Beginning to wait their turn when an adult is speaking to someone else. Shares resources with others independent of adult. Follows simple daily routines. Engages fully in tidy up time, even when in play. Begins to resolve conflicts with support and without showing aggression. Can follow multi-levelled instructions directed at them	Waits patiently when an adult is speaking to someone else. Can reflect on how they felt in a specific situation. Can manage a range of emotions in the classroom environment. Is beginning to translate behaviour expectations to different environments and other adults.	Shows an understanding of their own feelings. Shows an understanding of the feelings of others. Can set a simple goal for self. Can work towards a goal. Can wait for attention. Can control immediate impulses when appropriate. Give focussed attention to the adult.	

	Follows a one-step instruction directed at them.	Follows simple daily repetitive routines with support.			Shows the ability to follow instructions involving several ideas or actions.

Personal, Emotional and Social Development: Scarf and e-safety					Reception	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scarf Programme **Teach a British Value and school value at the beginning of each half term.**	Me and My Relationships **British Value: Rule of Law**	Rights and Responsibilities **British Value: Respect**	Valuing Difference **British Value: Individual Liberty**	Being my Best **British Value: Tolerance**	Keeping Myself Safe **British Value: Democracy**	Growing and Changing **British Value: Revisit 5 British Values**
	All about me What makes me special I'm special, you're special Me and my special people Who can help me? My feelings	Looking after my special people Looking after my friends Being helpful at home Caring for the classroom Life stages – humans (Babies – Birth Celebrations and visiting a church – taught through History and RE)	Same and different Same and different families Same and different homes I am caring Kind and caring Caring for our world	Bouncing back when things go wrong Yes I can! Healthy eating My healthy mind Move your body A good night's sleep	(Life stages – plants, animals – taught through science) What's safe to go onto my body? What is safe to go into my body? (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Where do babies come from? Revisit human stages Getting bigger Me and my body (Revisit seasons/chronology) Free sessions to revisit or catch up if anything has been missed.
e-safety	Self-image and identity	Online Relationships	Online Reputation	Online Bullying	Health, well-being and lifestyle	Managing online information
	Recognises, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad,	Recognises some ways in which the internet can be used to communicate. Gives examples of how technology might be used	Identifies ways that information can be put on the internet. Privacy and Security	Describes ways that some people can be unkind online. Offers examples of how this can make others feel	Identifies rules that help keep us safe and healthy in and beyond the home when using technology. Gives some simple examples of these rules.	Talks about how to use the internet as a way of finding information online. Identifies devices that could be used to access

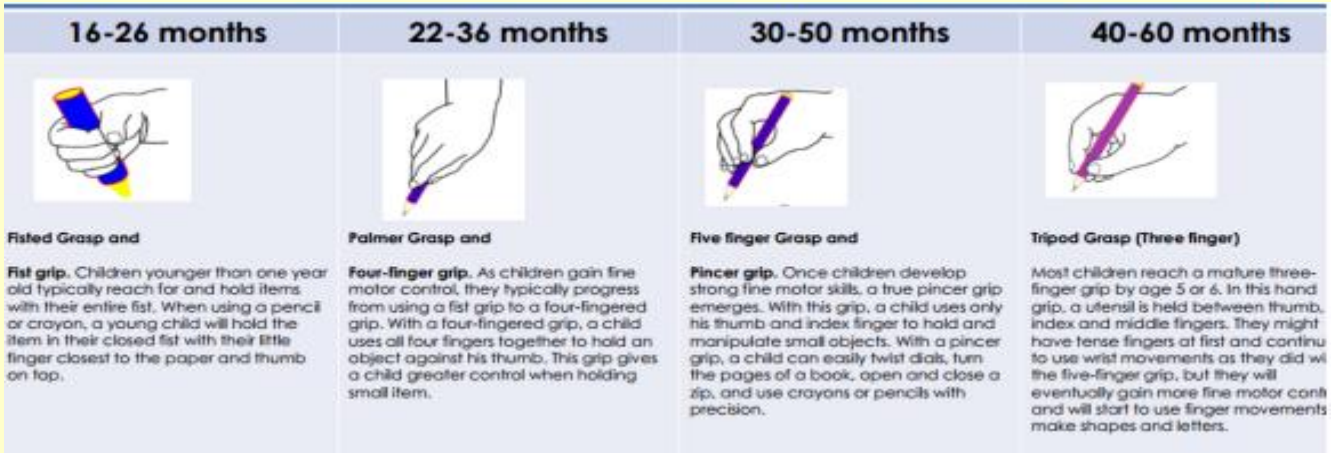
	uncomfortable, embarrassed or upset.	to communicate with people they know. <u>Privacy and Security</u> Identifies some simple examples of personal information (e.g. name, address, birthday, age, location).	Describes who would be trustworthy to share this information with. Explains why they are trusted.			information on the internet. *Revise self-image and identity unit*

Physical Development: Gross Motor					RECEPTION	
ELG: Negotiates space and obstacles safely, with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Movement	Runs and jumps confidently, landing safely in play situations. Moves in a variety of ways.	Negotiates obstacles when running. Is aware of safety when running and follows the no running inside rule.	Adjusts speed and direction in chasing games. Travels skilfully and safely on and around large apparatus.	Jumps safely from large apparatus. Bending knees to take off and land.	Negotiates space and obstacles safely with consideration of themselves and others. Runs and jumps over low hurdles. Jumps side to side over a rope.	
Ball Skills in outdoor play	Can throw a large ball. Can kick a large ball. Can catch a large ball.	Can catch a large ball and throw it back.	Can throw a small ball. Can catch a small ball.		Is beginning to aim at a target when throwing and kicking. Can stop a ball with foot. Can bounce a large ball at their feet and catch it.	

Balance, Strength and Posture	Can sit on the carpet. Carries and balances large building blocks to build a tower. Climbs up the steps of the climbing frame.	Sits properly on a school chair. Supporting work with one hand. Balances on one foot. Can hop Balances on crates and planks with confidence	Strong sustained posture when sitting on the carpet and on a chair at the table. Balances on beams and benches on the large apparatus. Holds a shape – star, tuck, pencil, chair.	Can link a series of movements on the large apparatus. For example – balancing along a beam, holding a shape, then jumping safely.	Can balance on a narrower beam. (Responds to music by moving their body rhythmically and expressively whilst keeping their balance– see Being Imaginative) Learn about an inspirational sports person and the value of determination and perseverance.
PE Focus Striver Units	**<u>Movement</u>** **Agility, Space and Movements**	**<u>Dance</u>** **Fairy Tales**	**<u>Gymnastics</u>** **Gymnastic shapes, stretches and rolls.** **Apparatus.**	**<u>Ball skills</u>** **Throwing and catching bouncing** **Aiming for a target** **Tennis**	**<u>Skills based challenges</u>** **Achieving their personal best** **Obstacles and running** **Preparing for Sports Day**

Physical Development: Fine Motor				RECEPTION		
ELG: Hold a pencil effectively in preparation for fluent writing (the tripod grip in almost all cases) Use a range of small tools, scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of mark-making - drawing Follow a drawing programme of drawing systematically. (Draw with Rob Biddulph)	Makes a variety of marks. Draws large scale lines and circles (anti-clockwise) Beginning to draw a person moving on from scribble stage (may be a head with legs and arms)	Has a dominant hand for writing and mark-making. Can copy simple shapes – rectangle, circles, crosses.	When drawing people more details are emerging.	Can combine shapes to create another – eg rectangles and circles to draw an engine.	Majority of letters are formed correctly. Holds pencil effectively – tripod grip. Can cut around a shape with accuracy. Can use a paintbrush hole punch	

Development of mark-making – letters	Beginning to attempt to write name. Develop shoulder/elbow/wrist strength in preparation of letter formation- Squiggle While You Wiggle	Forming the letters in name correctly. Begins to form caterpillar letters are correctly. c a o d g q s e	Begins to form one-armed robot letters. r n m h b k p	Begins to form ladder letters. l i j f t u y Begins to form zig-zag monster letters. x v w z	treasury tags split pins Can join with a split pin. Can draw a person within the pre-schematic stage.
Dexterity (using tools)	Uses threading equipment with control. Uses scissors to cut along a line and snip. Introduce scissors practice regularly. Uses large scale construction Uses large paintbrush Uses a five finger grip (digital) or modified tripod.	Holds scissors correctly to cut around a shape. Uses a knife and fork with some support from an adult. Uses a range of painting tools inc large and medium paintbrush	Beginning to use tripod grip (may need prompting) Uses smaller scale threading equipment eg beads Can cut softer foods with a knife and fork. Uses a hole punch and treasury tags. Uses sticky tape independently Use small paintbrush	Confident tripod grip. Cuts around a shape accurately. Confidently cutting own food (except very tough meat) Use a split pin to join	



16-26 months	22-36 months	30-50 months	40-60 months
Fisted Grasp and	**Palmer Grasp and**	**Five finger Grasp and**	**Tripod Grasp (Three finger)**
Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	**Four-finger grip.** As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.	**Pincer grip.** Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continu to use wrist movements as they did wi the five-finger grip, but they will eventually gain more fine motor cont and will start to use finger movements make shapes and letters.

Literacy – Comprehension				Reception	
ELG: 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.					
The language of retelling that we would like to hear children using: First, next, then, after that, last, finally, once upon a time, one day.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holds a book and turns the pages from front to back. Knows what a letter is.	Knows what a word is. Tells a story to a friend or a familiar adult.	Knows what a sentence is. Talks about the characters and events in books.	Talks about their favourite book. (World Book Day)	Demonstrates understanding of what has been read. Retells stories using their own words and new vocabulary. Anticipates key events in stories.	

These benchmarks are on a prompt sheet in reading folder so that all adults who read and change books with children can follow them.

Reading Words				Reception		
ELG: Say a sound for each letter of the alphabet including 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words. NB – the sounds and words identified in red are where we would like all children to be. There will be some children working towards these targets more slowly and others who might be working beyond them.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Hear general sound discrimination, has an awareness of rhythm, rhyme, alliteration and be able to orally blend and segment simple words	Hears and says set 1 sounds Reads individual letters by saying the sounds for them.	Reads cvc words. Knows Set 1 grapheme/phoneme including some digraphs (sh, ch, th, qu, ng, nk, ck)	Reads simple sentences and phrases. Knows grapheme/phoneme for long vowels. Set 2 sounds. (ay, ee, igh, ow, oo, oo)	Reads simple sentences confidently and rereads books to increase fluency. Knows grapheme/phoneme for long vowels (ar, ir, air, or, ou, oy)	Say a sound for each letter of the alphabet including 10 digraphs. Read words consistent with their phonic knowledge by sound blending.

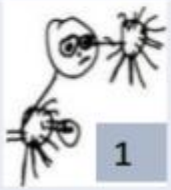
		Sounds out (Freds) and blends to read vc and cvc words with support				Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words.
High frequency/ tricky words Taken from order in RW texts	Recognise their own name. Reads/ identifies mum and dad.	Identifies their name from a group of names.	Reads/identifies the, no, I, of, put	Reads/identifies my, he, for, you	Reads/identifies are, be, your, said	
Phonological Awareness	Joins in with songs and rhymes. Hears initial sounds in words.	Blends sounds to hear words. Orally segments words.	Anticipates the rhyme in a song or rhyming text. Rhyming Focus in Literacy plan (e.g. Oi Frog!)		Suggests words to complete a rhyming string	

Literacy – Writing				Reception		
ELG: Write recognisable letters, most of which are correctly formed. Spells words by identifying the sounds and graphemes. Writes simple phrases or sentences that can be read by others.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition	Initial sounds		CVC words		Simple phrase/sentence The language of retelling: First, next, then, after, last, finally, once upon a time, one day.	
	Labels and Lists Name and self-portrait First BEE Book entry	Cards	Postcards	Dictation- simple phrase/sentence 2nd BEE Book entry	Instructions	Letter to new teacher 3rd BEE Book
	Tell an adult about what they have drawn or painted. Gives ideas, answers and thoughts in complete sentences following a model. Adults to scribe.	Making marks in the environment during continuous provision that are purposeful. Uses new vocabulary correctly in play.	Uses new vocabulary and ideas when making up a story in imaginative play. Adult may still be scribing. Rehearses verbally before making marks/writing. **Hold a sentence – RW group 1 and 2** Says what they have written.	Writes simple phrases and sentences Reads back what they have written. **Hold a sentence – RW group 3 and 4**	Writes sentences using decodable words and some common exception words.	Writes simple phrases or sentences that can be read by others.
Spelling and Phonics	Writes at least the first letter of their name independently.	Copies their name from name card independently. Attempts to write graphemes in response to sound.	Writes name independently. Segments and writes cvc words.	Confidently writes cvc words including digraphs.	Beginning to write some long vowel sounds in cvc words.	Spells words by identifying the sounds and graphemes.

Punctuation	Adult models using capital letters at the beginning of name with lower case to follow.		Beginning to use finger spaces	Beginning to use full stops.	Beginning to use capital letters.	Uses finger spaces and full stops independently.
Handwriting (see PD)	Large movements Squiggle While You Wiggle Draws lines and circles.	Large scale letter shapes Squiggle While You Wiggle Forms letters from their name correctly	Model correct letter formation of letters needed to write familiar cvc words Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Model correct letter formation of letters needed to write familiar cvc words Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly
Drawing Club	Lines and anti-clockwise circles Dots to represent numbers	Single letter set 1 sounds – follow order taught in RW Dots to represent numbers	Set 1 special friends CVC words Numerals 1,2,3	Set 1 special friends CVC words Numerals 4,5,6	Set 2 long vowels Simple phrase/sentence Numerals 7,8	Set 2 long vowels Simple phrase/sentence Numerals 9,10

The stages of writing development
For reference

16-26 months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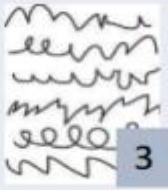
This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.

22-36 months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As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.

We now see random letters and letter strings.

30-50 months

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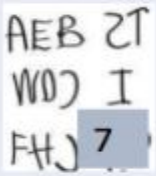
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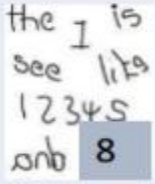
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Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.

We now see letter strings, letter groups and print from the environment.

40-60 months

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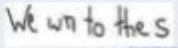
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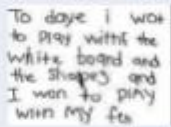
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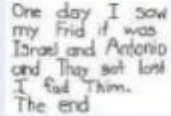
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We now see children beginning to experiment with sounds and the initial sounds of words represented.

Then more consonant sounds are represented. We then see inventive spelling including vowels.

Finally we have transitional writing with better attempts and spelling and some use of punctuation.

Number					Reception	
ELG: Have a deep understanding of number to 10, including the composition of each number; subitise up to 5; automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCETM used alongside Karen Wilding	Pupils will build on previous experiences of number from home and nursery environments. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	

	Daily perceptual subitising *What can you see? What do you notice? What has changed? What has stayed the same?*		**Daily Subitising** *Moving on to Conceptual subitising – observing small amounts within larger numbers.*			**Daily** Applying maths learning to a problem
Subitising	Begins to perceptually and conceptually subitise up to 5. Talks about what they see and notice	Identifies representations of 1, 2 and 3 - subitises Makes own collections of 1, 2 and 3 objects Uses a 5 frame to subitise 1, 2, 3 (singing song to prevent counting) Subitises 4 and 5 Uses 5 frames to see when a five is “finished” or “not finished” Introduce the Hungarian number frame	Instantly recognises smaller quantities within larger quantities. Uses five frame x2 to subitise 6 7 and 8. Can say that 6 is 5 (finished frame) and 1 more etc Uses 2 five frames to recognise both five-wise and pair-wise patterns.	Uses a 10 frame or 2 five frames and can say when a ten is finished. Can say how many more is needed to make ten.	Can arrange larger numbers on ten frames and say how many they have.	Identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek
Counting (Emphasis on subitising)	Counts objects along a number track up to 5 once children are able to conceptually subitise up to 5. Puts objects in a line and counts 1:1	Makes marks to represent amounts Counts forwards and backwards to 5	Counts along a number track with objects beyond 5. Counts out up to 8 objects from a larger group.	Counts along a number track with and without objects to 10 Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern.		Explores counting problems and finds solutions by applying what they know.
Calculating	Begins to notice that amounts are made up of other amounts.	Explores with understanding the composition of amounts 1, 2 and 3. Explores with understanding the composition of amounts 4 and 5. Builds different shapes with up to 5 connecting blocks and understands there are	Represents this knowledge with marks/pictures and numerals Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the	Explores number bonds to 10.	Understands that a quantity can be changed by adding more. Begins to count on to find a total. Understands that a quantity can be changed by taking some away.	

		more ways to make 5 than 3. Developing knowledge that a number is made up of combinations of smaller numbers – introduce part-whole models.	Hungarian number frame. Combines two groups to find a total, subitising as much as possible (perhaps with 2 dice)		Uses subitising or recounting to find out how many are left. Can work out how many objects in a group are missing or hidden	

Numerical Patterns					Reception	
ELG: 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.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Counting system	Learns that a symbol (numeral) can be assigned to an amount up to 5 Develop understanding of cardinality (last number in the count tells us 'how many')	Uses number track and understands that each time we count along the track it is one more. Understands that zero means nothing or "all gone" Begins to see the relationship between a number track and a five frame. Begins to write numerals 1, 2, 3.	Matches number names to numeral and quantities Understands that if we count back on the number track it is one less. Begins to write numerals 4 and 5	Writes numerals 6 7 and 8 Writes 9 and 10	Recognises that numbers 1 – 9 repeat after every full ten. (10 frames) Counts forwards and backwards with numbers beyond 20.	
Comparing	Matches and sorts objects – the same/different Sorts objects into sets by attribute Matches pairs Finds the odd one out Compares amounts – more, fewer, the same Finds and makes pairs and understands that a pair is 2. Organises small quantities into pairs and notices when one is left over.		Understands that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Use five frames to see pair-wise patterns of numbers Focus on equal and unequal groups when comparing number.	Compares amounts by lining up pairs 1:1 (number track experience should provide a model for this skill) Understand that two equal groups can be called a 'double' and connect this to finger patterns	Understands that a double means twice as many Can see how doubles can be arranged on a 10 frame. Understands when 2 groups are not equal or fair. Shares a group of objects equally between 2 or 3. Notices that items may be left over when sharing.	

		Sort odd and even numbers according to their 'shape'.		Notices the odd or even structure of a number Recognises and makes equal groups. Begin to generalise about 'one more than' and 'one less than' numbers within 10.
Exploring patterns	Copies, continues and creates simple patterns – 2 variables - ABABAB Spots a mistake.	Begins to see the link between counting forwards and one more Begins to see the link between counting backwards and one less	Can continue and create more complex patterns – AAB, ABB, AABB	Explores and notices relationships eg that 3 short blocks match the length of 1 long block.

Shape and Measures (NO GOAL)					Reception	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geometry – properties of shape	Learns the name circle Learns that a circle has one curved side Notices circular faces on 3D shapes Learns the name triangle (as we introduce 3) Learns that a triangle has 3 straight sides. Learns the names square (as we introduce 4) Learns the name rectangle/oblong Learns that these shapes have four sides and four corners. Notices square faces on 3-D shapes Investigates manipulating shapes to make new shapes. E.g. Two triangles making a square Begins to use positional language when building and negotiating space.		3-D shape Focus Can explain why a shape will stack or roll linking to properties. Learns some 3D shape names – cube, cylinder, pyramid, cone, cuboid. Notices that 3D shapes make other shapes when printing or stamping.		Understands that a shape can be built in different ways using smaller shapes. Is able to rotate shapes.	
Geometry and spatial reasoning	Learns classroom routines Learns where things belong and positional language.				Selects and rotates shapes to make them fit in a puzzle, picture or tangram. Uses positional language to describe shapes and objects in relation to one another. Can look at position from different perspectives and notice how it changes.	

			Represents models, maps and plans in mark making.
Comparing and Measuring	Learns sequence of the day using visual timetable Knows day and night Uses language to sequence time/events Today, tomorrow, morning, afternoon, night Measures time in simple ways – sleeps until, sand timers Knows objects can be compared by size. Compares mass - balancing	Compares weight/ mass by using language heavy, heavier, heaviest. Light, lighter, lightest. Compares capacity by using language full, empty, nearly full Talks about capacity – what will fit? Compares length and height using comparative language – taller/shorter, tallest/shortest etc Compares distance further, nearer, closer	Uses tall, thin, narrow, wide to describe containers Compares how many smaller containers it takes to fill larger containers. Begins to use skills and knowledge to solve problems involving measure – both adult led and self- initiated.

Understanding the World – Past and Present	HISTORY	Reception
ELG: 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.		
<u>Language</u> The language of sequencing: *First, next, then, after that, finally* The language of hypothesis: *I think…because; it is …because; it will….because* The language of comparison*: It is the same because…, it is different because…* The language of observation*: It is…, it has….. I can see….*		<u>Environment</u> Visual Timetable Timeline for the year to include birthdays and all special events

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronology and sequencing	Put the day we start school on the class timeline. Put all birthdays on the timeline. Add significant events and celebrations. Go back and look at the timeline regularly. Display the words past, present and future and refer to them regularly.					
	Uses the environment – visual timetable. Understands now and next. Talks about immediate family. TASK: Bring a family photo to school and talk about it.	Remembers and talks about events in their own life. Can say the days of the week in order. Understands that their birthday celebrates the day when they were born.- Share baby photos Knows their birth date. Understands generational relationships.	Uses today, tomorrow and yesterday. Names the four seasons. Understands that some things happened before they were born.	Organises and sequences daily routines.	Sequences the basic stages of human life. Begins to organise their own story ideas on a story path.	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.

Historical Enquiry	Takes an interest in unknown objects/artefacts. Hypothesises about what artefacts are and what they might have been used for. Compares objects from past to present - TOYS	Takes an interest in images of the past and talks about them. Answers and asks questions about non-fiction texts. Applies new knowledge and vocab.	Can justify a hypothesis.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
Similarities and differences	Knows that people in school have different roles. – Headteacher, site manager, school cook etc. Takes an interest in different roles people play in their community.	Compares the images and artefacts from the past to what they see and use in their own life. What is the same and what is different? Link to homes using photos of homes in the past.	Compares and contrasts different stages in lifecycles including the human lifecycle.	

Understanding the World – People, Culture and Communities RE Reception						
ELG: 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.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education (Nottinghamshire Agreed Syllabus)	Festivals Harvest Diwali Christmas		Festivals Chinese New Year Easter Ramadan		Festivals Eid Vaisakhi	
	Explores the concept of belonging to a family unit at home and in school. (F5) Knows how we are cared for and how we care for others Understands that Harvest time is a time to show we are thankful (F4) Celebrates and comments on visual	Listens to and retells a special story – Christmas (F1) Understands what times are special and why (F4) Uses own experiences (birthdays) to recognise there are similarities and differences in how we celebrate. Knows that Christians welcome a new baby through Baptism. Visit church	Knows that some places are special and why? (F3) Talks about why our homes are special to us. Names other important places in the local area. Names 3 artefacts from a church (review floor book from visit) Builds own special place and talks about it.	Knows that sometimes are special and why? (F4) Listens to stories of Jesus from Holy Week and Easter and retells part of the story using props. (F1) Knows that Easter is a time for new life (link to Springtime)	Knows that some stories are special? (F1) Discusses favourite stories and knows that the Bible is a book of stories that is special to Christians. Knows some stories from the Bible. Knows that Vaisakhi is a special time for Sikhs and the reasons why.	Knows that some people are special in different religions and why? (F2) Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	similarities and differences in the cohort.	Explore differences and similarities between Diwali and Christmas.			Knows that in Sikhism boys have the name Singh (lion) and girls have the name Kaur (princess) Knows and demonstrates how to care for living things and the earth. (F6). Explains how Christians believe God created the world.	

Understanding the World – People, Culture and Communities	Geography			Reception		
ELG: 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.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locational and Knowledge of Places	Talk about our family – who lives in our house. Talk about our school and where it is. Learn that we live in Arnold, England Visit to a local church linked to baptism		Talks about their home and the places they visit in the locality – know some landmark buildings in Arnold – library, swimming pool, church, school, familiar shops. Know that we live in England, United Kingdom. Find out about life in a hot place (Australia) Knows that different countries have different landscapes (biomes) Knows about the lifestyles of people in other countries (food, homes, culture, festivals) Know some important landmark buildings.		Find out about life in a cold place (Arctic) Knows that different countries have different landscapes (biomes) Knows we have different environments in this country – seaside, woods. Find out about the different cultural background – locate places on world map	
Geographical Knowledge of the Natural World			Knows some places are far away. Know that some places cannot be walked to. Draws a simple map of journey to school. Knows what a globe is.			

		Know that the blue is the sea, the green and brown is the land, and the white is snow and ice. Knows that there are a lot of different countries in the world. Knows what an island is. Knows some of the features of different biomes – e.g. tundra, deserts, savannah	
Similarities and differences	Notices the weather daily and talks about differences day to day	Discuss the differences between the climate here (at Arnold Mill) and another extreme climate. Begins to classify groups of animals by where they live. Notices the differences in the weather that is seasonal.	Understand some important processes and changes in the natural world around them

Understanding the World – The Natural World	Science	Reception			
ELG: 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.					
<u>Language</u> Language of observation: It is.. It has.. Language of comparison: It looks like.. It is the same as.. because.. It is different to.. because.. Language of prediction: What do you think will happen? I think it will.. because.. I think it is going to.. because.. What will happen next? What will happen if.. Language of deduction: I think that happened because..					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working scientifically	Shows curiosity in the environment around them both inside and outside. Comments on unknown objects, based on their own exploration.		Makes simple predictions with support. Understand some important processes and changes in the natural world around them. (Weather and seasonal change) Can talk about changing states of matter.		Takes part in simple experiments led by an adult. Floating/sinking Forces Selects equipment to enable them to follow their own line of enquiry. Records observations in a number of ways.	
Similarities and differences/change	Says what they can hear, see and feel whilst outside. Explore senses Sequences the basic human life cycle.		Answers and asks “why” questions. Engages with non-fiction books. Listens to and comments on non-fiction books.		Learn that animals have babies and learn some names (farm) Records observations to enable them to go back and talk about changes. Growth	

	Observes and notices change in their environment and nature. Learn about the features of Autumn and look for seasonal change. Learn about the features of Winter and look for seasonal change – if there is ice or snow, explore change of state (may also be covered at the beginning of Spring Term)	Children use new knowledge to classify animals. E.g. sharp teeth are carnivores. Knows some similarities and differences between the natural world around them and contrasting environments. Understands that animals have features to help them live in their habitat. E.g. camouflage Learn about the features of Spring and look for seasonal change. Lifecycles (frogs)	Observing a life cycle (sunflower) Shows an understanding of change in the passing of time by observing life cycles of plants, animals and minibeasts. Learn about the features of Summer and look for seasonal change. Names the four seasons and talks about their differences and the impact on their lives.
Working in the Arnold Mill Environment	Choose a special tree in the grounds to visit regularly. Look for specific features and changes throughout the year. Link to the class tree in the unit. Plant bulbs Prune the fig tree Make bird feeders to help look after the birds through winter. Go out to explore ice and snow	Go out and explore ice and snow Look and identify birds at Arnold Mill – learn some of their names. Watch how they change their behaviour as spring comes. Look for signs of new life in the plants and trees. What is happening to our tree? Are our bulbs beginning to grow? Prepare the garden area for growing seeds. Begin to sow and plant Visit the school pond.	Plant seeds and plants including vegetables/fruit and tend them – learn about watering. Look for change in the raspberry plants – what is happening to the fig tree? Improve the bug hotel – look for minibeasts. Enjoy picking and eating produce. Visit the school pond

Computational Thinking	Reception	
e-safety to thread throughout the year – see PSED		
Autumn – Using Devices	Spring – Programming and Algorithms	Summer – Logical Reasoning Data/grouping
<u>Caught on Camera</u> Can switch an IPad on/off Can take a photograph to record activity. E.g. recording their own work in construction area Can use a paint programme to create an image. Mixed media – create a background on PAINT add mark-making E.g. snow or autumn colours	<u>Journeys, maps and mazes</u> Understands that they can use instructions/algorithms to make things work. Beebots J2Code Can input algorithms to make an object move across the screen.	<u>Grouping and classifying data</u> Inside and outside collections represented in groups by attributes. Classifying groups of animals J2Code Pictogram

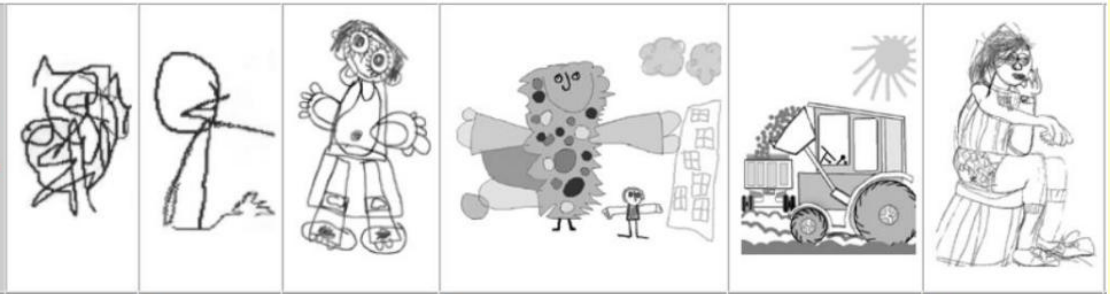
Expressive Art and Design: Creating with Materials							Reception
ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.							
Language of evaluation: I made this because.. I used this to… because… I like this because…. I need to change… because….							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ART	Drawing	Gives meaning to marks. Draws circles and lines Beginning to draw people – head with legs.		Drawings include squares, rectangles, circles, letters and crosses When drawing people details are emerging such as fingers, arms, trunk.	Combines shapes to create another (such as a rectangle and triangle to create a house or rocket)	Draws a variety of objects with increased detail and shapes Some based on observations. Draws people with all features and details.	FOCUS: Independence and resilience. Works safely Experiments with colour, texture and form independently. Chooses resources needed for the task. Chooses tools for the task and uses them competently. Learns about the work of an artist. **Frida Kahlo (self-portraits)**
	Painting	Uses large paintbrush to add colour to paper. **Baseline- paint self-portrait**	Creates simple representations in paint. Responds to teaching of colour mixing – copying skills modelled by an adult. Learns about the work of an artist – **Jackson Pollock (Christmas cards)**	Holds a smaller paintbrush correctly (matches pencil grip) Shows some control – painting within lines on a template. Washes paintbrush when using a new colour independently	Copies a range of painting techniques when modelled to them – printing, stamping, colour wash Knows paint needs to dry and puts own painting on the drying rack. Learns about the work of an artist- **Aboriginal artist**	Selects own resources and painting technique to create a representation. Learns how to use a watercolour set. Uses watercolours inside and out- **Northern Lights**	
	Colour	Names and identifies colours.	Explores mixing colours and observes the change.	Selects a colour for a purpose.	Keeps colours clean by process. Explores using black and white to produce shades.	Knows which primary colours are mixed to make secondary colours.	
	Multimedia	Creates basic shapes in clay/dough. Explores stamping, cutting and printing into clay/dough Understands how to make a print with paint.	Selects from a variety of items of interest. Moves loose parts to create an image.	Selects from a variety of resources for collage according to size shape and colour. Can verbalise choices.	Explores existing textures of objects and describes them verbally. Adds marks and textures into clay/dough	Explains the process they went through and the choices they made	

DT (links to Physical Development)	Design	Creates items of personal interest	Uses the environment/images to support the decision of what to make	Says what they are going to make before doing so and says what it will look like.	Creates an object for a given purpose – play or functionality. Link to Playing a Role	Effectively selects own resources and fixings for a desired project. Experiments with form and functionality
	Skill to teach	Use a glue stick Hold scissors to snip, fringe and begin to cut around a shape.	Fixing with tape. Use a dispenser Use masking tape **TASK: kites**	Using a hole-punch and a treasury tag. **TASK: Make a musical instrument**	Fixing boxes together and fixing a cylinder to a box. Teach tab/flange join **TASK: Make a model house**	Remind children to think about which technique they will choose to fix. Fixing materials together using split pins **TASK: Make puppets**
	Make	Uses large scale simple construction to make models Beginning to cut materials	Uses/holds scissors correctly Glues paper using a glue stick	Cuts out more complicated shapes Uses a variety of construction with skill	Manipulates materials to use with some skill – folding, fringing, twisting	Challenge children to design and make a musical instrument of their choice.

Perspectives

Drawing Development in Children

Viktor Lowenfeld
Betty Edwards



2 | 3 | 4 | 6 | 8 | 12 | 14 yrs	2 years	3 years	4 years	6 years	8 years	10 years
Viktor Lowenfeld *Creative and Mental Growth*	**Scribbling stage** First disordered scribbles are simply records of enjoyable kinesthetic activity, not attempts at portraying the visual world. After six months of	**The preschematic stage** First conscious creation of form occurs around age three and provides a tangible record of the child's thinking process. The first representational attempt is a person, usually with circle for head and two vertical lines for legs. Later other forms develop, clearly recognizable and often quite complex. Children continually search for new concepts so symbols constantly change.		**The schematic stage** The child arrives at a "schema," a definite way of portraying an object, although it will be modified when he needs to portray something important. The schema represents the child's active knowledge of the subject. At this stage, there is definite order in space relationships: everything sits on the base line.	**The gang stage: The dawning realism** The child finds that schematic generalization no longer suffices to express reality. This dawning of how things really look is usually expressed with more detail for individual parts, but is far from naturalism in drawing. Space is discovered and depicted with overlapping objects in drawings and a horizon line rather than a base line. Children begin to compare their work and become more critical of it. While they are more independent of adults, they are more anxious to conform to their peers.	

Expressive Arts and Design: Being Imaginative and Expressive					Reception	
ELG: Invent, recount and adapt narratives and stories with peers and their teacher. Sing a range of well-known rhymes and songs. Perform songs, rhymes, stories with others. Try to move in time with music (where appropriate)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Playing a role	Joins in to retell a story	PERFORMANCE Nativity	Is observed taking on a role spontaneously with peers. Uses actions and different “voices”.		Invent, recount and adapt narratives and stories with peers and teacher. Perform with others	
Singing (see nursery rhyme progression document)	Joins in with singing sessions, copying actions and repeated phrases. Sings familiar repetitive songs.	PERFORMANCE Nativity Learns songs for the Nativity	Learns songs with subject specific vocabulary.		Sing a range of well-known rhymes and songs. African songs Perform with others Learns about a musician/ singer/ style of music. Learns about different instruments and groups them.	
Music and Instruments	Explores a variety of instruments and hears the differences. Copies a simple beat played by an adult on an instrument or body.		Creates own beat with instrument and explores changing it by making it quicker/slower, louder/ quieter. Uses music in storytelling		Links with DT and Science Creates their own instrument and explores how sound can be made with different materials	
Dancing	Copies movements to music	PERFORMANCE Learns actions to music.	Moves in a variety of ways to music. Adjusts and changes movements to music Creates own movements to match tempo and feel of music.		Tries to move in time with music.	
Sing Up Units						