

Year: Reception - Curriculum Map 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal and Social Development	<p>Select and use activities and resources with help when needed that will help them achieve a goal.</p> <p>Increasingly follow rules, understanding why they are important and more able to adapt behaviour to different situations.</p> <p>Enjoy a sense of belonging through being involved in daily tasks, developing a sense of responsibility and community.</p> <p>May choose to play with a familiar friend, a child who has familiar interests and show friendliness by inviting others to play or by attempting to join others' play.</p> <p>Take part in other pretend play with different roles.</p>	<p>Demonstrate confidence and self-esteem: taking risks and trying new things</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Practice skills of assertion, negotiation and compromise and talks with others to solve conflicts.</p> <p>Begin to negotiate solutions to conflicts in their play.</p> <p>Become more aware of the similarities and differences between themselves and others in more detailed way.</p> <p>Become more outgoing with unfamiliar people, in the safe context of</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>Show confidence in speaking to others about themselves in familiar groups.</p> <p>Recognise and talk about the impact of their feelings, choices and behaviours on others and how they may be feeling.</p> <p>Identify and moderate their own feelings.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Understand how their actions impact other people.</p>	<p>Understand and talk about their own and other people's feelings, offering empathy and comfort.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Describe what they can do well and are getting better at, in positive but realistic terms.</p>

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		their setting.				
Physical Development	<p>Climb stairs/steps and move across climbing equipment using alternate feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Create lines and circles pivoting from the shoulder and elbow.</p> <p>Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or</p>	<p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Begin to use anticlockwise movement and vertical lines.</p> <p>Develop riding skills on scooters, trikes and bikes.</p> <p>Develop ball skills of kicking, throwing, catching and rolling.</p> <p>Begin to participate in group activities in teams or make up for themselves.</p>	<p>Choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement.</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Work safely and confidently inside and outside, alone</p>	<p>Practice physical skills of lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>Extend jumping, climbing, building skills.</p> <p>Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p>Develop core strength and stability.</p> <p>Develop balance, co-ordination and agility.</p> <p>Develop a good posture when sitting at a table</p>	<p>Refine fundamental movement skills: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Jump off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>Show increasing ball control in pushing, patting, aiming, passing, throwing, catching or kicking.</p> <p>Develop small/fine motor skills.</p> <p>Use a pencil and holds it effectively to form recognisable letters, most of</p>	<p>Develop fluent movements with increasing control and grace.</p> <p>Try a range of different textures and tastes and expresses a preference.</p> <p>Observe and control breath, able to take deep breaths, scrunching and releasing the breath.</p> <p>Mirror the playful actions or movements of another adult or child.</p> <p>Describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</p> <p>Show understanding of the need for safety</p>

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	<p>ribbons.</p> <p>Skip, hop and hold a pose.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Remember sequences and patterns of movement related to music and rhythm.</p> <p>Select the appropriate movement for different activities- crawl, walk, run.</p> <p>Begin to collaborate with others to move large objects.</p> <p>Use simple tools to effect changes to materials.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Choose the right resource for the task.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>and in a group.</p> <p>Judge risk.</p> <p>Dress appropriately for different weathers and seasons.</p> <p>Begin to form recognisable letters independently.</p> <p>Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Communicate when hungry, full up or tired or when they want to rest, sleep or play.</p> <p>Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p> <p>Wash and can dry hands</p>	<p>or sitting on the floor.</p> <p>Develop the foundations of a handwriting style.</p> <p>Observe and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Name and identify different parts of the body</p> <p>Show some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</p>	<p>which are correctly formed.</p> <p>Know and talk about good health and wellbeing:</p> <p>physical activity healthy eating toothbrushing screen time sleep safety</p> <p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <p>Describe a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p>	<p>when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to others.</p> <p>Show understanding of how to transport and store equipment safely.</p> <p>Practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>
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			<p>effectively and understand why this is important.</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.</p> <p>Gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and can</p>			
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			<p>explain why this is important.</p> <p>Usually dry and clean during the day.</p>			
<p>Communication and Language</p>	<p>Engages in imaginative play and role play based on first-hand experiences, such as dressing up and being a Power Ranger.</p> <p>Can initiate conversations.</p> <p>Understands pronouns such as him, her, he, she or they.</p> <p>Understands 'why' questions.</p> <p>Uses sentences of 4-6 words and beginning to use correct tenses, such as 'I'm playing with cars', 'I played with cars.'</p> <p>Asks questions (what, where & why).</p> <p>Talks about simple past events in correct order ('I went down slide. Hurt my</p>	<p>Can argue if ideas differ from others</p> <p>Understands questions or instructions with 2 parts: 'Join all the train carriages and drive them to the station.'</p> <p>Begins to understand more complex prepositions such as behind, in front of, next to.</p> <p>Aware of time in relation to past, present and future such as 'Yesterday we went to the park</p> <p>Beginning to use more complex sentences to link thoughts, using words such as 'and', 'but' and 'because.'</p>	<p>Attends to adult talk without having to stop chosen activity or look at the speaker.</p> <p>Attends to talk of adult and peers within a small group responding to what he / she has heard with relevant comments, questions or actions.</p> <p>Chooses own friends and can play co-operatively with other children.</p> <p>Understands increasingly complex prepositions: above, below, between.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Attends to more complex story shared in large group.</p> <p>Uses imagination to extend play and stories, such as creating Gotham City out of Community Play blocks.</p> <p>Expresses needs and feelings in an appropriate way and is able to empathise with others.</p> <p>Asks 'how' and 'when' questions.</p>	<p>Takes turns in longer conversations and uses language to gain information, negotiate, discuss feelings / ideas and give opinions.</p> <p>Can plan play activities.</p> <p>Able to follow a simple story without pictures or props.</p> <p>Uses well-formed sentences, such as 'I played with Ben at lunch time' with occasional grammatical errors.</p>	<p>Understands statements containing sequencing words; 'first... after....last', such as 'After lunch we can play outside.'</p> <p>Understands 'how' questions.</p> <p>Understands abstract concepts (might, maybe, if).</p>


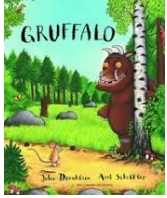
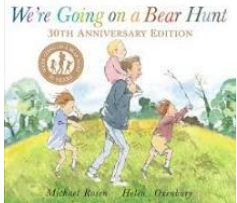
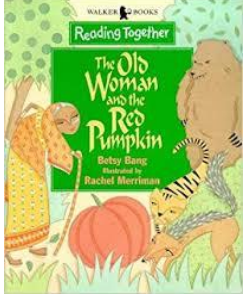

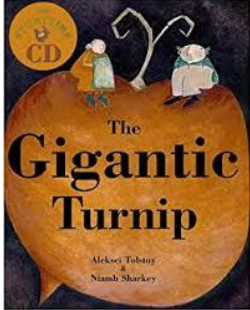
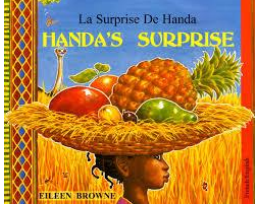
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	<p>finger.}') and can retell a simple story.</p> <p>Speech – Uses m, n, p, b, d, w, f, s, sh.</p>		<p>Uses talk to imagine and recreate roles and stories in his / her play.</p> <p>Speech: Uses m, n, p, b, d, w, f, s, sh, ch, j, l, y + r, th.</p>			
Literacy	<p>Comprehension Listen to and join in with stories and poems, when reading one-to-one and in small groups.</p> <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Look at and enjoy print and digital books independently.</p> <p>Recognise familiar words</p>	<p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Talk about events and principal characters in stories and suggests how the story might end.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to navigate apps and websites on digital media using drop</p>	<p>Comprehension Enjoy an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Re-read books to build up confidence in word reading, their fluency and understanding and enjoyment.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by experiences of reading.</p>	<p>Re-enact and reinvent stories heard in their play.</p> <p>Know that information can be retrieved from books, computers and mobile digital devices. Recall and discuss stories or information that has been read to them, or have read to themselves.</p> <p>Read simple phrases and</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p> <p>Spell words by identifying the sounds and then</p>	<p>Include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, and poems and during role-play.</p> <p>Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p>

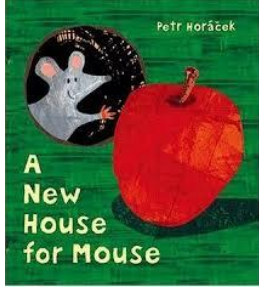
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<p>and signs such as own name and advertising logos.</p> <p>Develop phonological awareness:</p> <ul style="list-style-type: none"> - recognise rhythm in spoken words, songs, poems and rhyme. - count or clap syllables in a word during sound play. - show awareness of alliteration. <p>Enjoy drawing freely.</p> <p>Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribe meaning to marks they see in different places.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>down menu to select websites and icons to select apps.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning. - print can have different purposes. - we read English text from left to right and from top to bottom. - the names of the different parts of a book. - page sequencing. <p>Make marks on pictures to stand for their name.</p> <p>Add some marks to drawings, which they give meaning to. For example: "That says mummy."</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Describe main story settings, events and principal characters in increasing detail.</p> <p>Develop phonological and phonemic awareness:</p> <ul style="list-style-type: none"> -continue a rhyming string and identifies alliteration. <p>Begins to recognise some written names of peers, siblings or 'Mummy' / 'Daddy' for example.</p> <p>Hears and says the initial sound in words.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Begin to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Begin to link sounds to some frequently used digraphs, e.g., <i>ph</i>, <i>th</i>, <i>ey</i>.</p> <p>Form lower-case and capital letters correctly.</p> <p>Hear and say initial sounds.</p>	<p>writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Re-read what they have written to check that it makes sense.</p>
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		<p>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Start to link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Enjoy an increasing range of books.</p> <p>Hear and say initial sounds.</p>			
<p>Power of Reading Texts</p>		 				

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<p>Literacy: Genres/ Other texts covered</p>	<p>Fiction: Bubble Trouble Lost and Found Starting school</p> <p>Poetry: Here's a little poem.</p>	<p>Information: Yucky Worms First Facts: Bugs First fabulous facts</p> <p>Fiction: The Very hungry Caterpillar Snail Trail The Jolly Christmas postman</p>	<p>Fiction: Goldilocks and the three bears. The three little pigs The gingerbread man Jack and the beanstalk</p>	<p>Information: Our very own dog Looking after cats and kittens Looking after dogs and Puppies</p> <p>Fiction: The great pet sale Kippers new pet</p>	<p>Information: First Farm facts Roots</p> <p>Fiction: A squash and a squeeze Oliver's vegetables</p>	<p>Fiction: The lion who wanted to love Giraffe's can't dance Meerkat mail</p> <p>Non- Fiction: African animals</p> <p>Poetry: All join in</p>
<p>Maths</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal</p>	<p>Recite numbers from 0 to 10 (and beyond) and back from 10 to 0.</p> <p>Compare quantities</p>	<p>Increasingly confident at putting numerals in order 0 to 10 (ordinality).</p> <p>Count out up to 10</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the</p>	<p>Estimate numbers of things, showing understanding of relative size.</p> <p>Select, rotate and</p>







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	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5, point or touch each item.</p> <p>Show 'finger numbers' up to 5.</p> <p>Use some number names and number language within play, may enjoy counting verbally as far as they can go.</p> <p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) using informal and mathematical language:</p>	<p>principle').</p> <p>Link numerals with amounts up to 5 and maybe beyond.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Numerical Patterns</p> <p>Compare two small groups of up to five objects, saying when there are the same number of objects in each group.</p> <p>Begin to use understanding of number to solve practical problems in play and meaningful activities</p> <p>Understand, respond to and use language of position and</p>	<p>using language: 'more than', 'fewer than'.</p> <p>Count objects, actions and sounds.</p> <p>Engage in subitising numbers to four and five (knows the quantity without counting).</p> <p>Match the numeral with a group of items (it's cardinal number value) to show how many there are (up to 10).</p> <p>Count beyond ten.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Use spatial language, including following and giving directions, using relative terms and describing what they see from different</p>	<p>objects from a larger group.</p> <p>In practical activities, adds one and subtracts one with numbers to 10.</p> <p>Investigate turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).</p> <p>Continue, copy and create repeating pattern.</p> <p>Compare length, weight and capacity.</p> <p>Enjoy partitioning and combining shapes to make</p>	<p>number.</p> <p>Explore the composition of numbers to 10</p> <p>Use informal language and analogies, (heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>manipulate shapes to develop spatial reasoning skills.</p> <p>Enjoy composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>Enjoy making simple maps of familiar and imaginative environments, with landmarks.</p> <p>Begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+"</p>
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	<p>'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Predict, move and rotate objects to fit the space or create the shape they would like.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items.</p> <p>Show awareness of shape similarities and differences between objects.</p> <p>Talk about and identify the patterns around them, using informal language like 'pointy', 'spotty', 'blobs'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick,</p>	<p>direction.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Chooses appropriate items based on their shape for a specific purpose.</p> <p>Attempt to create arches and enclosures when building, using trial and improvement to select blocks.</p>	<p>viewpoints.</p> <p>Spots pattern in the environment, beginning to identify the pattern "rule."</p> <p>Choose familiar objects to create and recreate repeating patterns beyond AB</p> <p>Begin to describe a sequence of events, using words such as 'first'.</p> <p>Recall a sequence of events in everyday life and stories.</p>	<p>new shapes with 2D and 3D shapes.</p> <p>Create their own spatial patterns showing some organisation or regularity.</p> <p>Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.</p>		<p>or "- "</p>
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	leaf. Notice and correct an error in a repeating pattern.					
RE	Myself	Welcome Birthdays	Celebrations	Gathering Growing	Good News	Friends Our World
Topic	 Making Friends	 Beasts, big & small	 Story time	 Pets	 Food & Farming	 Let's go on Safari
Understanding of the World			<p>People, Culture and Communities</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about family</p>			

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			<p>customs and routines.</p> <p>Understand that some places are special to members of their community.</p> <p>Know that other children do not always enjoy the same things and is sensitive to this.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Past and Present</p> <p>Talks about past and present events in their own lives and in the lives of family</p>			
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			<p>members.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Recognise some similarities and</p>			
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			<p>differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>The Natural World</p> <p>Explore the natural world around them.</p> <p>Look closely at similarities, differences, patterns and change in nature.</p> <p>Describe what they see, hear and feel whilst outside.</p>			
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			Understand the effect of changing seasons on the natural world around them.			
EAD	<p>Creating with Materials</p> <p>Explore materials to develop ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore colour and how colours can be changed.</p> <p>Develop an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p>	<p>Show interest in the lives of people who are familiar to them.</p> <p>Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</p> <p>Talk about family customs and routines or family or friends.</p> <p>Show interest in different occupations and ways of life indoors and outdoors.</p> <p>Develop positive attitudes about the differences between</p>	<p>Creating with Materials</p> <p>Develop their own ideas through experimentation with diverse materials.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive</p> <p>Create representations of both imaginary and real-life ideas, events,</p>	<p>Use combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Join different materials and explore different textures.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Introduce or develop a storyline or narrative in their pretend play.</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Experiment and create movement in response to music,</p>	<p>Make music in a range of ways.</p> <p>Watch, listen and talk about music, dance and performance art, expressing their feelings and responses.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore collections of materials with similar and/or different</p>


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<p>Draw with increasing complexity and detail</p> <p>Use various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Use tools for a purpose.</p> <p>Being Imaginative and Expressive</p> <p>Use available resources to create props or creates imaginary ones to support play.</p> <p>Make imaginative 'small worlds' with blocks and construction kits.</p> <p>Remember and sing entire songs.</p> <p>Tap out simple repeated rhythms.</p>	<p>people.</p> <p>Remember and talk about significant events in their own experience.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to understand</p>	<p>people and objects.</p> <p>Respond imaginatively to art works and objects.</p> <p>Choose particular movements, instruments/ sounds, colours and materials to express feelings, ideas and experiences and for their own imaginative purposes.</p> <p>Begin to build a collection of songs and dances.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create sounds, movements, drawings to accompany stories.</p>	<p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Plant seeds and care for growing plants.</p>	<p>stories and ideas and to express ideas and feelings.</p>	<p>properties.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p>Talk about why things happen and how things work.</p> <p>Talk about the differences between materials and changes they notice.</p>
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	<p>Develops an understanding of how to create and use sounds intentionally.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Engage in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Begin to develop complex stories using small world.</p> <p>Join in with moving, dancing and ring games and explore moving in a</p>	<p>the effect their behaviour can have on the environment.</p>				
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	<p>range of ways.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>					
<p>Music</p> <p>Charanga</p>	 <p>Taps out simple repeated rhythms.</p> <p>Explores the different sounds of instruments.</p> <p>Begins to build a repertoire of songs and dances</p>	 <p>Taps out simple repeated rhythms.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments</p>	 <p>Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	 <p>Begins to build a repertoire of songs and dances</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	 <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Explores the different sounds of instruments</p>	 <p>Begins to build a repertoire of songs and dances</p> <p>They represent their own ideas, thoughts and feelings through art, music, dance, role play and stories.</p>