



St Leonard's Primary School
EYFS Curriculum - Spring Term



	Nursery/Reception
Autumn	Our World and Us!
Spring	Let's Imagine!
Summer	The Great Outdoors!

Spring Term

Let's Imagine!

Nursery

- Nursery Rhymes: Humpty Dumpty, Twinkle Twinkle Little Star, Wheels on the Bus
- Pirates
- The circus
- Under the sea (mermaids)
- Dinosaurs
- Spring changes

Reception

- Seasonal changes
- Fairy Tales: Goldilocks and the three bears, Hansel and Gretel, Princess and the Pea.
- Kings and Queens
- Mythical creatures (Wizards, witches, dragons and fairies)
- Magic
- Spring changes

Festivals/Celebrations

- Shrove Tuesday.
- Valentine's Day
- Mother's Day
- Easter
- Chinese New Year
- Valentines Day's
- Mother's Day
- St George's Day
- Easter

Key Texts

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| <ul style="list-style-type: none">• The Singing Mermaid• Dinosaurs Love Underpants | <ul style="list-style-type: none">• The Strongest Mum | <ul style="list-style-type: none">• Goldilocks and the Three Bears | <ul style="list-style-type: none">• The Easter Story |
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<ul style="list-style-type: none">• Molly's Circus• The Pirates Next Door• Oi Frog• Noah and the Flood• The Invisible String• Mr Wolf's Pancakes• One Springy Day	<ul style="list-style-type: none">• Mr Impossible and the Easter Egg Hunt• The Easter Story• Whatever Next	<ul style="list-style-type: none">• Hansel and Gretel• The Gingerbread Man• Jack and the Beanstalk• The Princess and the Pea• The Princess and the Wizard• Room on the Broom	
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EYFS Characteristics of Effective Learning

Playing and Exploring

Children will:

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."
- Make independent choices.
- Respond to new experiences that you bring to their attention.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Active Learning

Children will:

- Participate in routines.
- Begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Creating and Thinking Critically

Children will:

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Spring Term - Let's Imagine!

Area of Learning:	0-3 Years	3-4 Years	Reception	ELG
Listening, Attention and Understanding	<ul style="list-style-type: none"> • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures. 	<ul style="list-style-type: none"> • Know many rhymes. • Understand 'why questions like 'why do you think the caterpillar got so fat?' • Listens to a range of stories and begins to answer questions related to what they have seen or heard. • Begins to listen during whole class discussions and is beginning to answer questions related to the subject. 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Ask questions to find out more and to check they understand what has been said to them. • Listens during topic input sessions and begins to give own thoughts and opinions. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth

			<ul style="list-style-type: none"> Engage in non-fiction books. 	<p>exchanges with their teacher and peers.</p>
<p>Speaking</p>	<ul style="list-style-type: none"> Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. <p>Usually still struggling to pronounce:</p> <ul style="list-style-type: none"> l/r/w/y 	<ul style="list-style-type: none"> Be able to talk about familiar books. Uses sentences of up to 6 words. Have a conversation with adults or friends taking many turns. Use talk to organise themselves. E.g. "you sit there" 	<ul style="list-style-type: none"> Use new vocabulary in different contexts throughout the day. Begins to participate in small groups discussions. Begins to participate in whole class discussions. Begins to offer own explanations. Begin to offer own thoughts and feelings using full sentences. Can ask for help. Can communicate own needs confidently. 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings

	<ul style="list-style-type: none">• f/th• s/sh/ch/dz/j• multi-syllabic words such as 'banana' and 'computer'.• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').			about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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<p>Self-Regulation</p>	<ul style="list-style-type: none"> • To seek comfort from key person. • Beginning to wait for their turn. 	<ul style="list-style-type: none"> • Begin to find compromises with peers. • Develop appropriate ways of being assertive. • Begin to talk about how they feel. • Beginning to wait for their turn. • Begins to calm themselves and regulate their own emotions. • Can follow specific instructions given by the teacher. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge. • Begins to follow instructions involving several ideas or actions. • Begins to give focused attention to what the teacher says and can respond appropriately. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow
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				instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> • Expresses preferences and makes decisions. • Leaves main carer happily. • Begin to talk about how they feel. • Confident to access the provision independently. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people within the setting. • Develop their sense of responsibility and membership of a community. E.g. can they go and get their own milk and tidy after snack? • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Shows resilience and perseverance in the face of challenge. • Can discuss the class rules and reasons why we have them. • Can follow the class rules and generally behaves accordingly. • Can manage own basic needs without support. <p>Know and talk about:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of

		<ul style="list-style-type: none"> Helps to tidy up at tidy up times. 	<ul style="list-style-type: none"> toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	healthy food choices.
Building Relationships	<ul style="list-style-type: none"> To be confident to express their wants and needs to key person. Begin to build relationships with other children. Ask questions about other people. Confident to play alongside peers. 	<ul style="list-style-type: none"> Play with one or more other children. Understand gradually how others might be feeling. Has established respectful relationships with the adults in their class. Show respect towards others. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Play cooperatively with others taking account of their ideas. Can share and take turns without support. Listens to adults and peers. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Gross Motor	<ul style="list-style-type: none"> Enjoy moving when outdoors and inside. Eat finger foods and develop likes and dislikes. 	<ul style="list-style-type: none"> To be able to kick, throw and catch a large ball with two hands. 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration

	<ul style="list-style-type: none"> • Try a wide range of foods with different tastes and textures. • Climb unaided and move through age appropriate apparatus. • Begin to kick, throw and catch a large ball. • Build with large construction e.g. stacking bricks. • Walk, run, jump and climb and start to use the stairs independently. • Sit on and use a push along wheeled toy. • To pedal a tricycle. • To sit comfortably on a chair. • To know when they need to use the toilet. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Can handle tools and equipment safely. • Can work with others to move large items. • Can use the toilet independently. • Can wash hands independently. • Can climb on and off equipment confidently and safely. 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport. • To be able to spin, rock, tilt, fall, slide and bounce. • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<p>for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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			<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • To know and talk healthy eating. • To know and understand the importance of sleep and exercise. • To understand importance of dental hygiene. • To begin to use, name and show an understanding of the 5 senses: touch, smell, hearing, taste, sight. 	
Fine Motor	<ul style="list-style-type: none"> • To be able to tear paper. • To make marks. • To print on paper. • To develop grasp by exploring and holding a range of materials. • To begin to help with, carrying and pouring drinks. 	<ul style="list-style-type: none"> • Can hold one handed tools correctly. • Can begin to cut in a straight line e.g. 2 snips. • To use 2 fingers and thumb grasp. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools,

	<ul style="list-style-type: none"> • To remove shoes and socks and put them back on. • To remove own coat and put it back on. • To develop good eating habits and behaviours. 	<ul style="list-style-type: none"> • Beginning to show a preference for a dominant hand. • Beginning to make marks or letter shapes to form their own name. • Participates freely in mark making activities. • Use one handed tools to make snips in paper. • To begin to use a knife and fork • To zip or button own coat up. 	<p>scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • To use scissors to cut around a shape or picture. • To control a pencil to draw a recognisable picture of a person. • To use a modified/developing tripod grip. • To form recognisable letters. 	<p>including scissors, paintbrushes and cutlery.</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing.
Comprehension	<ul style="list-style-type: none"> • Enjoys, listens to and joins in with songs and rhymes. • To copy dough disco movements. • Sings songs and says rhymes independently; • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Begins to identify and talk about the main characters in a story. • Begins to role play story characters. 	<ul style="list-style-type: none"> • To sequence events in a story. • To talk about what they have listened to. • To talk about characters and main events in stories. • To develop an interest in stories and books. • To listen attentively at story times. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

		<ul style="list-style-type: none"> • Begins to look at books independently. • Begins to talk about what they can see when looking at pictures from stories. • Begins to talk about non-fiction pictures. • Can sing familiar nursery rhymes on own and in a group. 	<ul style="list-style-type: none"> • To recreate stories, they have heard through play. • To begin to retell familiar stories through play. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoys sharing books with an adult. • Pays attention and responds to the pictures and words. • Has a favourite book. • Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> • Begin to recognise some letters of their name. • To begin to orally blend. • To know some phonemes. 	<ul style="list-style-type: none"> • To blend with single letter sounds. • To know between 5 and 10 digraphs. • To begin to blend using some digraphs. • To read CVC words and CVCC words. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple

	<ul style="list-style-type: none"> • Ask questions about the book. Make comments and shares their own ideas. 		<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme - the, I, me, of, my, this. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>sentences and books that are consistent with their phonic knowledge.</p>
Writing	<ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Begin to write 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • To use a modified/developing tripod grip. • Use spelling fingers to spell words with known letter sounds. • To attempt to write short sentences with words with known sound-letter correspondences 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that

		<p>some of their name.</p> <ul style="list-style-type: none"> Independently participates in mark making activities. To use 2 fingers and thumb grasp. Beginning to show a preference for a dominant hand. 	<p>and begin using a capital letter and full stop.</p> <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<p>can be read by others.</p>
<p>Numbers</p>	<ul style="list-style-type: none"> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes 	<ul style="list-style-type: none"> Recognise numbers 1 2 and 3. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Compare quantities using language: 'more than', 'fewer than'. Develop fast recognition of up to 3 objects without having to count them (subitising) 	<ul style="list-style-type: none"> To subitise to 5. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 6. To begin to automatically recall number bonds for numbers 0-5 and some to 10. To begin to explore subtraction facts for numbers to 5. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes,

	<p>skipping numbers - '1-2-3-5.'</p>		<ul style="list-style-type: none"> • To begin to explore double facts. • To begin to use the part, part whole model. • To begin to use 5 frames and 10 frames. 	<p>counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>
<p>Numerical Patterns</p>	<ul style="list-style-type: none"> • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. E.g. colours. 	<ul style="list-style-type: none"> • Talk begin to notice 2d shapes in the environments. • To begin to name some 2d shapes. • Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to size, length. • Select shapes appropriately: flat surfaces for building, a triangular prism for a 	<ul style="list-style-type: none"> • Name 2D shapes: circle, triangle, rectangle, square and begin to recognise some properties such as corners and sides. • Name 3D shapes cube, cuboid, sphere, pyramid, cone and begin to recognise some properties such as corners, edges and faces. • Compose and decompose shapes so that children recognise a shape 	<ul style="list-style-type: none"> • 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

		<p>roof, etc.</p> <ul style="list-style-type: none"> To begin to use special awareness skills when using maps to identify the location of objects (where is the ... - behind, in front etc) 	<p>can have other shapes <i>within</i> it, just as numbers can.</p> <ul style="list-style-type: none"> To verbally count beyond 20. Continue, copy and create repeating patterns. (AB, ABB, ABBC). Compare weight and capacity. To begin to recognise coins and notes. Days of the week. 	<p>patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
Past and Present	<ul style="list-style-type: none"> To talk about pancake day. 	<ul style="list-style-type: none"> To talk about why we celebrate pancake day. To talk about why we celebrate Valentine's Day. To talk about prehistoric times and dinosaurs. 	<ul style="list-style-type: none"> To learn about St Valentine. Compare and contrast characters from stories, including figures from the past (kings and queens) 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences

		<ul style="list-style-type: none"> • To understand dinosaurs lived in the past. • To talk about past events with my family and friends. 	<ul style="list-style-type: none"> • To talk about how castles in the past were built and recall parts of a castle. • To look at how kings and queens dressed in the past and how they dress now. • To talk about and name some British kings and queens. 	<p>between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>People, Culture and Communities</p>	<ul style="list-style-type: none"> • Make connections between their families and others. 	<ul style="list-style-type: none"> • To understand why we have Easter eggs. • To celebrate Mother's Day. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • To understand and celebrate Chinese New Year. • To know the Easter story. • To celebrate and talk about Mother's Day. • Recognise that people have different beliefs and celebrate special times in 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences

			<p>different ways. other countries</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • To look at the country of China - people, cultures and beliefs. • To look at and talk about climate around the world. 	<p>between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
The Natural World	<ul style="list-style-type: none"> • Explore natural materials indoors and outdoors. 	<ul style="list-style-type: none"> • To comment on seasonal weather. • To comment on Spring changes. 	<ul style="list-style-type: none"> • To discuss spring changes and compare to other seasons. 	<ul style="list-style-type: none"> • Explore the natural world around them, making

	<ul style="list-style-type: none"> • Explore materials with different textures. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about the differences between materials and changes they notice. • Begin to understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Compare natural materials (soft and hard) • To look at pirate maps and a globe of the world. • To talk about islands, beaches, and the sea. • To look at and talk about the Caribbean Islands. 	<ul style="list-style-type: none"> • To name common spring flowers. • Draw information from a simple map. 	<p>observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Creating with Materials

- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- To begin to draw a recognisable face.
- Respond to what they have heard, expressing their thoughts and feelings.
- Explore colour and colour mixing (primary colours)

- Create own colours using colour mixing techniques (primary and secondary colours).
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To talk about and share their creations.
- To build recognisable models with a variety of construction

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

		<ul style="list-style-type: none">• To use malleable materials to gain strength and dexterity in their hands and fingers.• To explore how to make a pirate map using tea staining and printing.	<p>materials.</p> <ul style="list-style-type: none">• To use junk model materials to create recognisable models.• To use collage materials and placement skills to create recognisable pictures and representations.• To begin to make use of props and materials when role playing characters in stories.• To experiment with a variety of creative methods such as sponge painting, printing, bubble painting.	
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<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies 	<ul style="list-style-type: none"> • Begin to learn songs. • To recite some nursery rhymes. • Play instruments with increasing control to express their feelings and ideas. • To take on the role of a character during pretend play. E.g. pirate. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Sing in a group. • Develop storylines in their pretend play. • Act out stories/narratives. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	as well as brushes and other tools.			
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