



St Leonard's Primary School
EYFS Curriculum - Summer Term



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

Summer Term

The Great Outdoors

Nursery

- People who help us in our community (Police, Firefighters, NHS, Vets, Dentist)
- Growing (Looking at changes)
- Superheroes
- The woods
- Space
- The weather
- The lifecycle of a frog
- My past memories
- Holidays/The Beach

Reception

- The farm
- Minibeasts
- Life cycles - humans, chicks, butterflies.
- The jungle
- Growing
- Polar regions
- Transport and travel
- Summer changes

Festivals/Celebrations

- Father's Day

- Father's Day
- St George's Day

EYFS Characteristics of Effective Learning

<p>Playing and Exploring</p> <p>Children will:</p>	<ul style="list-style-type: none">• 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.
<p>Active Learning</p> <p>Children will:</p>	<ul style="list-style-type: none">• 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.
<p>Creating and Thinking Critically</p> <p>Children will:</p>	<ul style="list-style-type: none">• 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.

Summer Term- The Great Outdoors!

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"> • Focusses on an activity for short period of time. Giving it their full attention. • Maintain focus on the carpet during carpet time. • Can listen to longer stories and can remember much of what happens. • Can pay attention to more than thing at a time. • Understand 'why questions like 'why do you think the caterpillar got so fat? 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen to and talk about stories to build familiarity and understanding. • Listens during topic input sessions and gives own thoughts and opinions. 	<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

				<p>when engaged in back-and-forth 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"> • Be able to retell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • To use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • To use future and past tense. • Uses a wide range of vocabulary. • Can sing a large range of songs. • Can talk about familiar books with confidence and giving details. 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop and uses a range of social phrases. • Listen carefully to rhymes and songs, paying attention to how they sound. • Participates in small groups discussions. • Participates in whole class discussions. 	<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

	<ul style="list-style-type: none"> • l/r/w/y • 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'). 	<ul style="list-style-type: none"> • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Confident with using longer sentences of 4 to 6 words. 	<ul style="list-style-type: none"> • Offers own explanations. • Offers own thoughts and feelings using full sentences. • Can ask for help. 	<p>feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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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"> • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Can usually manage to share or take turns with others, with guidance and understands 'yours' and 'mine'. • Can settle to some activities for a while. 	<ul style="list-style-type: none"> • Think about the perspective of others. 	<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 instructions
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				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"> • Show more confidence in new social situations. • Remember rules without needing an adult to remind them. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Is increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Makes healthy choices about food, drink and activity. • Toileting: Is dry during the day. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Know and talk about: <ul style="list-style-type: none"> • regular physical activity • healthy eating • sensible amounts of 'screen time' • being a safe pedestrian 	<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

				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"> Extending and elaborating play ideas. Talk with others to solve conflicts. Happily, plays alongside others. Takes part in pretend play (for example, being 'mummy' or 'daddy?') Takes part in other pretend play with different roles - being the Gruffalo, for example? Can generally negotiate solutions to conflicts in their play. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Play cooperatively with others taking account of their ideas. 	<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. Try a wide range of foods with different tastes and textures. 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which make up for 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.

	<ul style="list-style-type: none"> • 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. 	<p>themselves, or in teams.</p> <ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<p>hopping, skipping, climbing</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: passing, batting, and aiming. • Can be still and quiet. • To perform balance and stillness movements. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Can eat in a groups with good manners 	<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"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<p>and is considerate to others.</p> <ul style="list-style-type: none"> Can develop turn-taking and self-control when lining up and waiting. To begin to use, name and show an understanding of the 5 senses: touch, smell, hearing, taste, sight. 	
<p>Fine Motor</p>	<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. To remove shoes and socks and put them back on. To remove own coat and put it back on. <p>To develop good eating habits and behaviours.</p>	<ul style="list-style-type: none"> Can cut along a line using a pair of scissors correctly and unaided. Consistently uses 2 fingers and thumb grasp. Be increasingly independent as they get dressed and undressed, for example, getting unchanged and changed for PE. To begin to use a knife and fork To zip or button own coat up. 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Can form most letters correctly. Is beginning to develop stamina for writing. Can draw a recognisable picture and explain what they have drawn. To use scissors to cut around a shape or picture. 	<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, including scissors, paintbrushes and cutlery. Begin to show accuracy and

			<ul style="list-style-type: none"> To use a modified/developing tripod grip. 	<p>care when drawing.</p>
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"> Understands that: <ul style="list-style-type: none"> ➤ 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 Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Can identify the main characters and talk about the events in a story. Is beginning to show an understanding of fiction/non-fiction. 	<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. 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. • Ask questions about the book. Make comments and shares their own ideas. 	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. • To begin to recognise some initial sounds. • To begin to oral blend some Nursery green words. 	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • To recognise all singular sounds. • To begin to recognise some digraphs. • To blend using single letter sounds and digraphs. 	<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 sentences and books that are consistent with their phonic knowledge.
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." 	<ul style="list-style-type: none"> • Can write all of their first name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Writes a range of words using own phonics knowledge. • Can write a simple sentence and beginning to use a 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.

	<ul style="list-style-type: none"> • Make marks on their picture to stand for their name. 		<p>capital letter, finger spaces and full stop.</p> <ul style="list-style-type: none"> • To use a modified/developing tripod grip. 	<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Numbers	<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 skipping numbers - '1-2-3-5.' 	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Recognises numerals 1-10. • Recites numbers 0-10. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems 	<ul style="list-style-type: none"> • Count objects, actions and sounds to 10. • Link the number symbol (numeral) with its cardinal number value to 10. • Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" • Count out a smaller number from a larger group: "Give me seven..." Knowing when to 	<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, counting or

		<p>with numbers up to 5.</p> <ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. 	<p>stop shows that children understand the cardinal principle.</p> <ul style="list-style-type: none"> • Subitise numbers within 8. • Count verbally beyond 20. • Count in 2's, 5's and 10's. 	<p>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 about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones - an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> • Odd and even numbers. • Name 3D shapes cube, cuboid, sphere, pyramid, cone and begin to recognise some properties such as corners, edges and faces. • Double facts. • Sharing quantities equally. • To begin to recognise coins and notes. 	<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.

		<ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Past and Present	<ul style="list-style-type: none"> • To talk about significant events in my past: E.G. my birthday/what I did at the weekend/who brought me to school today/what I have enjoyed doing in school today/what I have had for lunch etc. 	<ul style="list-style-type: none"> • To talk about days out/holidays/events I have done with my family. • To talk about a time when I might have visited the doctors/dentist/hospital/vets. • To talk about the weather yesterday/today. • To talk about photos of events from the past/memories. • To retell what my parents have told me about my life-story and family. • To begin to make sense of my own life-story and family history. 	<ul style="list-style-type: none"> • To look at and compare transport from the past and in the present. • To look at and compare farms in the past and in the present (machinery, life, jobs) 	<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 between things in the past and now, drawing on their experiences and what has

		<ul style="list-style-type: none"> To talk about my grandad/dad/step dad/brother/uncle. 		<p>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"> Talk about my family. Talk about differences between me and my friends. To notice differences between people E.G. disabilities, race, religion, culture, gender. celebrations. To take part in end of year celebrations. To talk about Father's Day. To talk about superheroes. To name some superheroes. 	<ul style="list-style-type: none"> To show interest in different occupations - police, firefighters, doctors, nurses, dentist, vets etc. To talk about the differences between people. To understand that Christians read stories from the Bible and to become familiar with some Bible stories. To know that Christians believe in God. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To talk about why superheroes are super and what makes them a hero. 	<ul style="list-style-type: none"> To understand and celebrate Father's Day To identify different types of transport and ways to travel and discuss the job role of these people. Understand that some places are special to members of their community. 	<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 between different religious and cultural communities in

		<ul style="list-style-type: none"> To describe superhero powers. 		<p>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
<p>The Natural World</p>	<ul style="list-style-type: none"> Explore natural materials indoors and outdoors. Explore materials with different textures. Investigate summer weather. 	<ul style="list-style-type: none"> To talk about summer weather. To sort, investigate and compare natural materials. To talk about natural materials using a wide range of vocabulary. 	<ul style="list-style-type: none"> To recognise, name and talk about farm animals. To talk about Summer changes. To name and label parts of a plant. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of

	<ul style="list-style-type: none"> • To talk about plants and animals. 	<ul style="list-style-type: none"> • To explore materials with similar and different properties. • To explore how things work. • To plant seeds and care for growing plants. • To understand the key features of the life cycle of a plant and an animal (frog life cycle) • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • To grow a bean plant and to observe and discuss changes. • To observe and discuss the life cycle of a chick, a human and a butterfly. • To recognise, name and talk about jungle animals. • To make comparisons between a jungle and our local area (Cannock Chase) • To recognise, name and discuss a variety of minibeasts. • To draw pictures of plants and animals (observational drawings) • To look at, show an understanding of and create maps. 	<p>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.

Creating with Materials

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| <h2>Creating with Materials</h2> | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Create closed shapes with continuous lines and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures. | <ul style="list-style-type: none">• 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.• Create collaboratively, sharing ideas, resources and skills.• To build recognisable models with a variety of construction materials.• To use junk model materials to create recognisable models.• To use collage materials and placement skills | <ul style="list-style-type: none">• 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. |
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			to create recognisable pictures and representations.	
Being Imaginative and Expressive	<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. 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Act out familiar stories in role play/small world. • Enjoys singing and can confidently sing on their own or in a group. • Joins in with school hymn practice and singing concerts/assemblies. • Makes up their own stories verbally and in role play/small world. 	<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.

	<ul style="list-style-type: none">• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	<ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas.		
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