



# Long Term Planning – Nursery 2020-21

Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that it is likely to transform throughout the year in response to our children and the enabling environment we provide for them.

	Autumn Term				Spring Term			Summer Term			
	September	October	November	December	January	February	March	April	May	June	July
Possible Themes	Topic: All About Me! / Into the Woods <u>RE: School Mission Statement – Celebrate Good Times!</u> <u>RE: Hall Display - Love</u> <u>RE: Come and See</u> Domestic Church Early Years - MYSELF - God knows and loves each one of us Baptism/Confirmation Early Years - WELCOME - Baptism: a welcome to God's family Advent/Christmas Early Years - BIRTHDAY - Looking forward to Jesus' birthday				Topic: Let's Celebrate! / Awe and Wonder <u>RE: Come and See</u> Local Church Early Years - CELEBRATING - People celebrate in Church Eucharist Early Years - GATHERING - Parish family gathers to celebrate Eucharist Lent/Easter Early Year - GROWING - Looking forward to Easter			Topic: Super Friends / Our Amazing Earth <u>RE: Come and See</u> Pentecost Early Years - GOOD NEWS - Passing on the Good News of Jesus Reconciliation/Anointing of the sick Early Years - FRIENDS - Friends of Jesus Universal Church Early Years - OUR WORLD - God's wonderful world			
	Seasons – Autumn/Winter Welly Walk – Autumn scavenger hunt				Seasons – Winter/Spring Welly Walk – Spring signs of growth			Seasons – Spring/Summer School Trip			
	Focus Texts: The Growing Story We're Going on a Bear Hunt The Gruffalo  Whole School Focus (Everybody Writing): Tell Me a Dragon				Focus Texts: How to Catch a Star Lost and Found The Very Hungry Caterpillar  Whole School Text (Everybody Writing): TBC			Focus Texts: Superworm Supertato Mad About Dinosaurs  Whole School Text (Everybody Writing): TBC			
	Roald Dahl Day – The Enormous Crocodile	Halloween - Room on a Broom  Diwali  Black History Month – Handa's Surprise  Poetry Day "Truth" – Micheal Rosen Chocolate Cake  World Maths Day	Remembrance Day - The Poppy Story (Early Years)  Bonfire Night – Van Gogh Starry Night / Leonid Afemrov Houses of Parliament  Anti-Bullying Week Monty the Manatee	Christmas – The Nativity	Chinese New Year – The Magic Paintbrush  Epiphany – The Fourth King	Valentine's Day – Full, Full, Full of Love  Shrove Tuesday  Ash Wednesday	British Science Week – Little Miss Inventor  World Book Day – traditional tales  Mother's Day Assembly	St Georges Day - There's a Dragon in Your Book	International Dinosaur Day - Mad about Dinosaurs!  School Trip - TBC	Ramadan Father's Day  Summer BBQ	Eid  Moving on – Big Art

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		Autumn	Spring	Summer			
		PRIME AREAS					
<b>Personal, Social and Emotional Development</b>		<p>Rules and routines in Nursery.</p> <p>Getting to know each other Settling into Nursery Favourite Things Feelings</p> <p>Cooperates with boundaries and routines with support. Encourage children to separate from main carer. Children will begin to express preferences. Select and use resources with some support. Interested in others' play and starting to join in. Aware of own feelings.</p>	<p>Rules and routines in Nursery.</p> <p>Awareness of others' beliefs Staying safe Helping others</p> <p>Cooperates with boundaries and routines with support. Is more outgoing in new social situations. Growing confidence to speak with other children. Talks about experiences at home. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Rules and routines in Nursery.</p> <p>Caring for others Feelings</p> <p>Shows understanding of routines – works independently in areas. Remembers to put aprons on etc. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Rules and routines in Nursery.</p> <p>Feelings Treating others with respect</p> <p>Shows understanding of routines – works independently in areas. Initiates play, offering cues to peers to join them. Develop mutual respect. Responds to what others say or do. Communicates with peers. Understands that own actions affect other people. Rules and routines in Nursery.</p> <p>Working together</p> <p>Can play in a group to extend and elaborate ideas. Takes account of what others say.</p>	<p>Rules and routines in Nursery.</p> <p>Special objects Looking after ourselves. Everyone is special</p> <p>Takes account of what others say. Demonstrates friendly behaviour. Aware of the boundaries set, and of behavioural expectations in the setting. Supports new children/visitors to follow routines. Discusses significant events</p>	<p>Rules and routines in Nursery.</p> <p>Caring for animals Caring for the environment</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. Supports new children/visitors to follow routines. Shows awareness of feelings and uses circle times to express feelings effectively.</p>
<b>Communication and Language</b>	<b>Listening and Attention</b>	Listening to a selection of familiar stories. Developing listening skills in the quiet room and in small groups. Playing with sounds, songs and rhymes. Following directions. Recreating sounds.					
		Shows interest in play with sounds, songs and rhymes. Listens with interest to the noises adults make when they read stories. Listens to others when conversation interests them.	Is able to follow directions. Listens to others when conversation interest them. Focuses attention. Shows understanding by responding to some questions.	Is able to follow directions. Listens to others when conversation interest them. Focuses attention. Asks and answers questions.			
	<b>Understanding</b>	Responding to instructions. Understanding prepositions. Understanding question vocabulary, why, where, who.					
		Responds to instructions with support. Beginning to understand how and why questions.	Responds to instructions and shows understanding of routines.	Responds to instructions involving a two-part sequence. Responds to questions to share understanding.			



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		<p>Use of actions to develop understanding – children to mirror actions e.g. good looking/listening...</p> <p>Work with children to gauge understanding of prepositions. Identify target children for interventions.</p> <p>Questioning during carpet/story time.</p>	<p>Beginning to understand how and why questions.</p> <p>Use of actions to develop understanding.</p> <p>Questioning during carpet/story time.</p> <p>Interventions to continue to support understanding.</p>	<p>Recall of texts that have been shared during together time.</p>
	Speaking	<p>Developing Vocabulary.</p> <p>Conversation conventions and using talk to recall and relive experiences.</p>		
		<p>Holds a conversation, jumping from topic to topic.</p> <p>Can retell a simple past event.</p> <p>Encourage children to respond to questioning – Open ended questioning encouraged throughout setting.</p> <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Talks about their experiences in small groups – discuss Birthdays and holiday plans initially.</p> <p>Encourage children to make choices in play.</p>	<p>Connect ideas and explain what is happening and anticipate what might happen next. Use story time to prompt discussion.</p> <p>Encourage children to generate questions during whole class teaching.</p> <p>Uses a range of tenses.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (introduce new vocabulary during topic)</p> <p>Adults to continue to work with children during SI play to extend vocabulary and language.</p>



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Physical development	Moving and Handling	Outdoor Play	Outdoor Play.	Outdoor Play.	Outdoor Play	Outdoor Play	Outdoor Play	
		Body part games. Sticky kids, movement to music using body parts	Gymnastics (Main hall)	Indoor parachute games.	Games to develop gross motor skills	Dance	Provide various continuous provision	Provide various continuous provision
		Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills	Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills.	Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills.	Provide various continuous provision around both indoor and outdoor area to promote and develop gross and fine motor skills	around both indoor and outdoor area to promote and develop gross and fine motor skills	around both indoor and outdoor area to promote and develop gross and fine motor skills	around both indoor and outdoor area to promote and develop gross and fine motor
		*join the dots, tracing skills. Dough discos during together time.	Introduce name cards – encourage children to identify name independently and begin to copy letters.	*adult-led activities to model use of tools. Children to have involvement in preparing some resources before EA&D tasks. For example, cutting up tissue paper, cutting strips of paper etc.	Continue to promote use of tripod grip whilst writing/mark making. Formation of letters and numbers.	Ribbons available in outdoor area to encourage gross motor movement – show examples of ribbon dancing during carpet time. Make links to taught movements in Flipper Flapper sessions.	Rolls of paper available for gross arm movement.	*develop balance on large climbing frame. Pencil grip check to identify those who need support to write with tripod grip.
		Introduce outdoor equipment – ‘Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.’	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Draws lines and circles using gross motor movements.	Travels with confidence and skill around, under, over and through balancing and climbing equipment	Shows a preference for a dominant hand.
		Runs safely on whole foot. Beginning to use tripod grip to hold writing tools. May be beginning to show preference for a dominant hand.	Beginning to use three fingers (tripod grip) to hold writing tools.	Experiments with different ways of moving	Can copy some letters, e.g. letters from their name.	Experiments with different ways of moving.	Begins to use anticlockwise movement and retrace vertical lines.	Begins to form recognisable letters
		Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Imitates drawing simple shapes such as circles and lines.		Experiments with different ways of moving			
			May be beginning to show preference for a dominant hand.					

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	<b>Health and Self Care</b>	<p>Encouraging self-autonomy of care. (Snack time routines)</p> <p>Hand hygiene</p> <p>Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Encouraging self-autonomy of care. (Snack time routines)</p> <p>Safety Practices</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p>	<p>Encouraging self-autonomy of care. Discuss risk assessments with children. (Snack time routines)</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>Dresses 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>Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>Encouraging self-autonomy of care. (Snack time routines)</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
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Literacy	Reading	<p>Selection of familiar stories and stories linked to children’s interest and theme.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.</p> <p>Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.</p>	<p>Selection of familiar stories and stories linked to children’s interest and theme.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p>	<p>Selection of familiar stories and stories linked to children’s interest and theme.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p>	<p>Selection of familiar stories and stories linked to children’s interest and theme.</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p>	<p>Selection of familiar stories and stories linked to children’s interest and theme.</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p>	<p>Selection of familiar stories and stories linked to children’s interest and theme.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Describes main story settings, events and principal characters.</p>
	Phonics	<p>Letters and Sounds Program Phase 1.</p> <p>Jolly phonics</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics</p>	<p>Letters and Sounds Program Phase 1/2</p> <p>Jolly phonics</p>
	Writing	<p>Gross Motor Movements to prepare children for early writing</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p>		<p>Name Writing Ascribing Meaning to Marks Pencil Grip and Control</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sound in words.</p>		<p>Orally articulating sentences for scribe Developing pencil grip and control Writes own name with recognisable letters Recording dominant sounds in writing</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	



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<p style="text-align: center;"><b>Mathematics</b></p>	<p>Counting Number recognition Representing Numbers Number rhymes 2D shapes Size and Length Months of the Year</p> <p>Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>. Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Uses some number names and number language spontaneously. Uses some number names accurately in play.</p>	<p>Counting Number recognition Representing Numbers Number rhymes Sorting Sequencing 3D Shape Matching Number rhymes +/- practise</p> <p>Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Uses shapes appropriately for Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</p>	<p>Counting Number recognition Representing Numbers Number rhymes Pattern Weight 2D shape +/- practise Time</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>	<p>Counting Number recognition Representing Numbers Number rhymes +/- practise Capacity Sorting Size 3D shape Patterns</p> <p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.</p>	<p>Counting Number recognition Representing Numbers Number rhymes Size Weight Sorting Number Problems</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape. Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>. Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Counting Number recognition Representing Numbers Number rhymes +/- practise Sequencing Pattern Symmetry</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them.</p>
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Understanding the World	People and Communities	<p>Talking about significant events in own life.</p> <p>Showing interest in lives of others and their families.</p> <p>Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Talking about significant events in own life.</p> <p>Understanding different cultures.</p> <p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences.</p>	<p>Talking about significant events in own life.</p> <p>Shows interest in different occupations and ways of life. Recognises and describes special times or events for family or friends. Shows interest in the lives of people who are familiar to them.</p>	<p>Talking about significant events in own life.</p> <p>Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shows interest in the lives of people who are familiar to them.</p>	<p>Talking about significant events in own life.</p> <p>Recognising special times in their own lives Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Recognises and describes special times or events for family or friends.</p>	<p>Talking about significant events in own life.</p> <p>Enjoys joining in with family customs and routines Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Recognises and describes special times or events for family or friends.</p>
	The World	<p>Talking about where we live and the local environment.</p> <p>Caring for animals.</p> <p>Exploring traditions around the world.</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Exploring safety clothing</p> <p>Exploring traditions around the world.</p> <p>Caring for animals.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p>	<p>Growth and changes over time</p> <p>Talks about why things happen and how things work</p> <p>Exploring traditions around the world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Comments and asks questions about the place they live and the natural world</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>.Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Take active role in Nursery Garden. Looking after the environment. Understanding that provides a home for various forms of life. 'care and concern for living things...'</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	



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	<b>Technology</b>	<p>Getting to know the computer. Navigation around the computer screen and controlling a mouse.</p> <p>Seeks to acquire basic skills in turning on and operating equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Knows how to operate simple equipment.</p> <p>Interacts with age-appropriate computer software.</p>	<p>Getting to know the computer and accessing programs.</p> <p>Knows how to operate simple equipment.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers.</p>	<p>Getting to know the computer and accessing programs.</p> <p>Knows how to operate simple equipment.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers.</p>	<p>Getting to know the computer and accessing programs.</p> <p>Knows how to operate simple equipment.</p> <p>Knows that information can be retrieved from computers.</p> <p>Completes a simple program on a computer.</p>	<p>Getting to know the computer and accessing programs.</p> <p>Completes a simple program on a computer.</p> <p>Interacts with age-appropriate computer software.</p>	<p>Getting to know the computer and accessing programs.</p> <p>Completes a simple program on a computer.</p> <p>Interacts with age-appropriate computer software.</p>
	<b>Exploring and Using Media and Materials</b>	<p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p>	<p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>	<p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p>	<p>Beginning to be interested in and describe the texture of things.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p>	<p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Explores and learns how sounds can be changed.</p>	<p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms</p> <p>Explores the different sounds of instruments.</p> <p>Beginning to be interested in and describe the texture of things.</p>



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	<b>Being Imaginative</b>	<p>Developing preferences for forms of expression. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Developing preferences for forms of expression. Creates movement in response to music. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
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