



# Reception Long Term Planning

| Autumn 1<br>THIS IS ME!   |   |
|---|---|
| <b>GENERAL THEMES</b><br><i>(including – Do You Want to be Friends? – CM)</i>   | Starting school/my new class/meet the mood monsters/all about me/how have I changed/ people who help us/friends/occupations<br><br>(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)  |
| <b>POSSIBLE TEXTS</b>   | All About Families/All About Diversity/Where's My Peg?/Ice in the Jungle/Ruby's Worry/I Am Enough/Kind/The Mood Hoover/When I Grow Up/The Colour Monster/The Worrysaurus/Room on the Broom/Winnie the Witch/LPBD Martin Luther King/LPBD Rosa Parks/LPBD Mary Shelley/Spinderella/The Jolly Postman/Busy People Doctor/Busy People Firefighter/Busy People Police Officer/Dave the Tooth Fairy/Me and my Body/Wash Your Hands |
| <b>WOW! MOMENTS</b><br><i>(inc NPP—People Who Help Us)</i>  | People who help us visits/celebrating birthdays/making Halloween crafts/reading a story in my Halloween costume/explore the insides of a pumpkin/dress up as what I want to be when I grow up   |
| <b>Area of Learning</b>   | <b>objectives based on OPAL 54 months – 'typical development'</b>   |
| <b>Personal, Social and Emotional Development</b>   | <ul style="list-style-type: none"> <li>• Understands and follows some rules</li> <li>• Is able to make friends</li> </ul>   |
| <b>Communication and Language</b>   | <ul style="list-style-type: none"> <li>• Listens attentively during adult led tasks</li> <li>• Asks questions to find out more</li> <li>• Talks in clear sentences about what they are feeling</li> </ul>   |
| <b>Physical Development</b><br><i>(inc. <b>Mighty Warriors Yoga</b>)</i>  | <ul style="list-style-type: none"> <li>• Uses some tools with accuracy, e.g. pencils</li> <li>• Independently uses the toilet</li> <li>• Can move around spaces with without bumping into objects/people</li> </ul>   |
| <b>Literacy</b><br><i>(inc. <b>RWI initial assessment and teaching beginning of Set 1 sounds</b>)</i>                         | <ul style="list-style-type: none"> <li>• Begins to recognise familiar letters or words e.g. letters in their name</li> <li>• Can form shapes that are starting to look like letters</li> <li>• Enjoy and engage in stories that are read to them</li> <li>• Will talk about stories as they are read to them</li> </ul>   |
| <b>Maths</b><br><i>(Coverage in continuous provision and WRM topics '<b>Just like me!</b>' and '<b>It's me, 1, 2, 3!</b>)</i> | <ul style="list-style-type: none"> <li>• Counts to find out how many things they have</li> <li>• Recognises numbers in their environment</li> </ul>   |
| <b>Understanding of the World</b><br><i>(with guidance from DM)</i>   | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Compare and contrast characters from stories including figures from the past</li> </ul>   |
| <b>Expressive Arts and Design</b><br><i>(with guidance from DM)</i>   | <ul style="list-style-type: none"> <li>• Explore a variety of artistic effects to express their ideas and feelings</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>  |



## Reception Long Term Planning

| Autumn 2<br>SPARKLE AND SHINE!   |   |
|--|---|
| <b>GENERAL THEMES</b><br><i>(including – Why Do Squirrels Hide Their Nuts? CM)</i>                                       | Bonfire night/Remembrance/Diwali/autumn/harvest/Christmas<br><br>(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)  |
| <b>POSSIBLE TEXTS</b><br><i>(Bold text – favourite five)</i>   | <b>Stick Man/</b> LPBD Anne Frank/ LPBD Captain Tom Moore/Percy the Park Keeper/Guess How Much I Love You Autumn/ Don't Hog the Hedge (twinkl)/Little Red Hen/The Jolly Christmas Postman/Rama and Sita/The Squirrels Busy Year/Leaves Change Colour/Little Owl and the Star  |
| <b>WOW' MOMENTS</b><br><i>(inc. NPP— A Christmas Story)</i>  | Kick through crunchy leaves on an autumn walk/make a diva lamp/ enjoy a Diwali feast/ perform in the Nativity/make a stick man/eat Christmas dinner with friends and teachers/ dance at a Christmas party/shout 'it's behind you!' at a pantomime   |
| <b>Areas of Learning</b>   | <b>objectives based on OPAL 54 months – 'typical development'</b>   |
| <b>Personal, Social and Emotional Development</b>  | <ul style="list-style-type: none"> <li>Stays at activities that they really like without being distracted by other things or people</li> </ul>  |
| <b>Communication and Language</b>  | <ul style="list-style-type: none"> <li>Listens attentively in small group situations</li> <li>Asks and answers questions to find out more</li> <li>Talks in clear sentences about people they know</li> </ul>   |
| <b>Physical Development</b><br><i>(inc. <b>Mighty Warriors Yoga</b>)</i>   | <ul style="list-style-type: none"> <li>Uses a variety of tools with accuracy, e.g. paint brushes and scissors</li> <li>Independently uses the toilet and keeps themselves clean and dry</li> <li>Can move around spaces with control and co-ordination</li> </ul>   |
| <b>Literacy</b><br><i>(inc. completion of RWI Set 1 sounds)</i>  | <ul style="list-style-type: none"> <li>Begins to recognise familiar letters or words e.g. red words</li> <li>Begin to form single letters with some accuracy</li> <li>Will talk about stories as they are read to them</li> <li><b>Read Set 1 'special friends' 'ch' 'ng' 'nk' 'qu' 'sh' 'th'</b></li> <li><b>Read Set 1 single letter sounds and blend sounds into words orally</b></li> </ul> |
| <b>Maths</b><br><i>(Coverage in continuous provision and WRM topics '<b>Light and Dark</b>' and '<b>Alive in 5</b>')</i> | <ul style="list-style-type: none"> <li>Knows the names of some shapes</li> <li>Notices and compares size, weight and capacity in their play</li> </ul>  |
| <b>Understand the World</b><br><i>(with guidance from DM)</i>  | <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community</li> <li>Recognise that different beliefs and celebrate special times in different ways</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>   |
| <b>Expressive Arts and Design</b><br><i>(with guidance from DM)</i>  | <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>   |



## Reception Long Term Planning

|  | <b>Spring 1</b><br><b>DO YOU WANNA BUILD A SNOWMAN?</b>   |
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| <b>GENERAL THEMES</b><br><i>(including Why Are Carrots Orange? and Why Don't Snakes Have Legs? CM)</i>     | New Year, Winter, Arctic Animals, Eating Healthy, Rhyme, Chinese New year, Valentine's Day<br><br>(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)   |
| <b>POSSIBLE TEXTS</b><br><i>(Bold text – favourite five)</i>   | <b>Each Peach Pear Plum/</b> Guess How Much I Love You/ LPBD David Attenborough/ Sizing Up Winter/ Penguin/ I Will Not Ever Never Eat a Tomato/ Lost and Found/ The Smeds and the Smoos/Little Penguin Losy/Lost in the Snow/Seasons/My Chinese New Year/Olivers Fruit Salad/ Beautiful Bananas/Oliver's Vegetables   |
| <b>WOW' MOMENTS</b><br><i>(inc NPP - Weather)</i>  | Make a bird feeder to help our wildlife in winter/Enjoy a Chinese feast/splash in puddles during a winter walk/make a love heart biscuit for someone you love/meet a reptile or two/listen to Beatles love songs/taste some delicious healthy food  |
| <b>Areas of Learning</b>   | <b>objectives based on OPAL 60 months – 'typical development'</b>   |
| <b>Personal, Social and Emotional Development</b>  | <ul style="list-style-type: none"> <li>• Copes with new routines or when plans change.</li> <li>• Can talk about some things they like or don't like.</li> <li>• Can take turns with others</li> <li>• Beginning to understand the feelings of others</li> </ul>  |
| <b>Communication and Language</b>  | <ul style="list-style-type: none"> <li>• Remember and recall detailed information e.g. the process of making a cake.</li> <li>• Can talk about things that have happened, are happening or are going to happen.</li> </ul>  |
| <b>Physical Development</b><br><i>(inc. Fundamentals Unit 2 from getset4pe)</i>                            | <ul style="list-style-type: none"> <li>• Knows it is important to keep their bodies healthy by eating well.</li> <li>• Can dress and undress with increasing independence</li> <li>• Becoming increasingly confident in their physical play</li> </ul>  |
| <b>Literacy</b><br><i>(inc RWI progression—in bold)</i>  | <ul style="list-style-type: none"> <li>• Uses letters or symbols to convey meaning.</li> <li>• Recognises similarities in words e.g. words that rhyme or start with the same letter.</li> <li>• <b>Read Set 1 'special friends' 'ch' 'ng' 'nk' 'qu' 'sh' 'th'</b></li> <li>• <b>Read Set 1 single letter sounds and blend sounds into words orally</b></li> </ul> |
| <b>Maths</b><br><i>(Coverage in continuous provision and WRM topics 'Alive in 5' and 'Growing 6, 7,8')</i> | <ul style="list-style-type: none"> <li>• Beginning to recognise different numbers and put them in order.</li> <li>• Knows a number can show how many things there are.</li> <li>• Shows an interest in adding.</li> </ul>   |
| <b>Understand the World</b><br><i>(with guidance from DM)</i>  | <ul style="list-style-type: none"> <li>• Draw information from a simple map.—Arctic</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them—signs of winter</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>                 |
| <b>Expressive Arts and Design</b><br><i>(with guidance from DM) and supported by Apollo Arts)</i>          | <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Aboriginal Art—reptiles)</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing resources</li> </ul>            |



## Reception Long Term Planning

| <b>Spring 2<br/>WHEN YOU WISH UPON A STAR</b>  |   |
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| <b>GENERAL THEMES</b><br><i>(including 'Will You Read Me a Story? CM')</i>   | Fairytales/Pancake day/Mothers day/Easter/Spring<br><br>(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)   |
| <b>POSSIBLE TEXTS</b><br><i>(Bold text – favourite five)</i>   | <b>Goldilocks and the Three Bears/ Jack and the Beanstalk/ Little Red Riding Hood/ LPBD</b><br>Hans Christian Andersen/ Mr Wolfs Pancakes/ Sorting Through Spring/ Ten Little Princesses/<br>Pancakes Pancakes/ Mixed Up Fairy Tales  |
| <b>WOW! MOMENTS</b><br><i>(inc NPP—Goldilocks and the Three Bears, Jack and the Beanstalk, Little Red Riding Hood)</i> | Add your favourite toppings on a pancake, dress up as a favourite five story character, go on an egg hunt, decorate something to wear for Easter, Grow your own beanstalk, make your own porridge like the three bears  |
| <b>Areas of Learning</b>   | <b><i>objectives based on OPAL 60 months – 'typical development'</i></b>  |
| <b>Personal, Social and Emotional Development</b>  | <ul style="list-style-type: none"> <li>• Can take turns when playing with others and listens to their ideas.</li> <li>• Understands the feelings of others and responds thoughtfully.</li> <li>• Can talk about some things they like or don't like and say why.</li> <li>• Plans and carries out their own ideas</li> </ul>  |
| <b>Communication and Language</b>  | <ul style="list-style-type: none"> <li>• Asks and answers questions about stories and events.</li> <li>• Uses language to express their imaginative ideas.</li> <li>• Can talk about things that have happened, are happening or are going to happen using the correct tense.</li> </ul>  |
| <b>Physical Development</b><br><i>(inc. Gymnastics Unit 2 for getset4pe)</i>   | <ul style="list-style-type: none"> <li>• Knows it is important to keep their bodies healthy with exercise and eating well.</li> <li>• Can dress and undress independently.</li> <li>• Is adventurous and confident in their physical play.</li> </ul>   |
| <b>Literacy</b><br><i>(inc. RWI progression—in bold)</i>   | <ul style="list-style-type: none"> <li>• Can recall what happened in a story.</li> <li>• <b>Read red story books</b></li> <li>• <b>Recognise Set 2 sounds</b></li> </ul>  |
| <b>Maths</b><br><i>(Coverage in continuous provision and WRM topics 'Building 9 and 10 and consolidation')</i>         | <ul style="list-style-type: none"> <li>• Can accurately count to find out how many things they have, up to and beyond 10.</li> <li>• Finds ways to measure in their play e.g. how many children will fit in a cardboard box.</li> <li>• Shows an interest in adding and taking away</li> </ul>  |
| <b>Understand the World</b><br><i>(with guidance from DM)</i>  | <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories</li> <li>• Comment on images of familiar situations in the past.</li> </ul>   |
| <b>Expressive Arts and Design</b><br><i>(with guidance from DM) ad supported by Apollo Arts)</i>                       | <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas and skills.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> </ul> |



# Reception Long Term Planning

| <p style="text-align: center;"><b>Summer 1</b><br/><b>A SPACE ODYSSEY</b></p>  |  |
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| <p><b>GENERAL THEMES</b><br/><i>(including What Happens When I Fall Asleep? CM)</i></p>                                    | <p style="text-align: center;">Dreams/Eid/Space/The Dinosaurs Who Pooped a Planet (text)</p> <p style="text-align: center;">(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)</p>  |
| <p><b>POSSIBLE TEXTS</b></p>   | <p>LPBD—Stephen Hawking/ LPBD David Bowie/ LPBD Muhammed Ali/ The Dinosaur Who Pooped a Planet/ LPBD M.L.King/ How to Catch a Star/ Look Up/ Usborne Look Inside Space/ The Proudest Blue/ You Choose—In Space/ Dinosaurs Love Underpants/Harry and the Dinosaurs/ Two Little Aliens/Catching the Moon</p>   |
| <p><b>WOW' MOMENTS</b><br/><i>(inc. NPP—Space and Dinosaurs)</i></p>   | <p>Build a space rocket/enjoy a feast to celebrate Eid/decorate your hand for Eid, play a musical instrument like David Bowie</p>  |
| <p><b>Areas of Learning</b></p>  | <p style="text-align: center;"><i>objectives based on OPAL 66 months – 'typical development'</i></p>   |
| <p><b>Personal, Social and Emotional Development</b></p>   | <ul style="list-style-type: none"> <li>• Perseveres when things are hard.</li> <li>• Cares about the feelings of others and knows when to help them.</li> <li>• Knows that rules are important when playing in a group.</li> <li>• Demonstrates patience in different situations.</li> </ul>   |
| <p><b>Communication and Language</b></p>   | <ul style="list-style-type: none"> <li>• Listens in a group and talks about what they have heard.</li> <li>• Begins to use humour and simple jokes.</li> <li>• Shares their ideas with others expressing themselves clearly.</li> </ul>  |
| <p><b>Physical Development</b><br/><i>(inc. Ball Skills Unit 2 from getsetforpe)</i></p>                                   | <ul style="list-style-type: none"> <li>• Balances well e.g. hops forward on one leg.</li> <li>• Throws at a target and catches.</li> <li>• Manages zips and buttons on their clothes.</li> </ul>   |
| <p><b>Literacy</b><br/><i>(inc. RWI phonics progression—in bold)</i></p>   | <ul style="list-style-type: none"> <li>• Writes letters and words.</li> <li>• Uses writing and drawing in their play.</li> <li>• Reads words and simple sentences.</li> <li>• Discusses the content and message of different texts.</li> <li>• <b>Recognise Set 2 sounds and blend to read words containing, 'ay', 'ee', 'igh', 'ow', 'oo' and 'oo'.</b></li> </ul>  |
| <p><b>Maths</b><br/><i>(Coverage in continuous provision and WRM topics 'To 20 and beyond' and 'First, Then, Now')</i></p> | <ul style="list-style-type: none"> <li>• Counts accurately and recognises numbers to 20.</li> <li>• Recognises small quantities without counting.</li> <li>• Adds and subtracts objects to find the total.</li> <li>• Uses the language of measurement to order and compare e.g. tall, taller, tallest.</li> </ul>   |
| <p><b>Understand the World</b><br/><i>(with guidance from DM)</i></p>  | <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past (Ali/M.L. King/ Bowie/Hawking)</li> <li>• Understand that some places are special to members of their community. (Mosque—Eid)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways (Eid)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them—signs of spring</li> </ul>   |
| <p><b>Expressive Arts and Design</b><br/><i>(with guidance from DM)</i></p>  | <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> |





# Reception Long Term Planning

| <b>Summer 2</b><br><b>WE ALL LIVE IN A YELLOW SUBMARINE</b>  |  |
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| <b>GENERAL THEMES</b><br><i>(including Are We There Yet? and Who Lives in a Rock Pool? CM)</i>               | Queen's Platinum jubilee/Being British/Royal Family/London/Father's Day/Sports day/Festival/Journeys/Holidays/Seaside/Summer<br>(NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION)  |
| <b>POSSIBLE TEXTS</b>  | Shaping Up Summer/LPBD Jesse Owens/LPBD Billie Jean King/Tiddler/What the Ladybird Heard/The Queen's Hat/ Sharing a Shell/The Very Hungry Caterpillar/Amazing Aeroplanes/Naughty Bus/My Dad is Great/Master Tracks Train/ Clumsy Crab/What's Under the Sea/The Smallest Fish in School/Just Narwhal//The Little Mermaid/Gilbert the Great/Little Encyclopedia of Seas and Oceans   |
| <b>WOW' MOMENTS</b><br><i>(inc. NPP—On the Farm, Seaside, Under the Sea)</i>                                 | Meet some farm animals/sing a song and dance at a festival/watch a caterpillar grow/celebrate the Queen's jubilee at a 'tea' party/eat an ice cream with your friends/jump real high on a bouncy castle/ take part in a team race/enjoy time in a tent/enjoy sand between your toes/paddle in a pool   |
| <b>Areas of Learning</b>   | <b>objectives based on ELG's</b>   |
| <b>Personal, Social and Emotional Develop-</b>   | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>  |
| <b>Communication and Language</b>  | <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Show an ability to follow instructions involving several ideas or actions.</li> </ul>  |
| <b>Physical Development</b><br><i>(inc. Games Unit 2 from getset4pe)</i>                                     | <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>   |
| <b>Literacy</b><br><i>(inc RWI progression—in bold)</i>  | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• <b>RWI—Read green story books</b></li> <li>• <b>Read Set 2 words—those including 'ay', 'ee', 'igh', 'ow', 'oo', 'oo', 'or' 'ir', 'air', 'ou', 'oy'</b></li> </ul>  |
| <b>Maths</b><br><i>(Coverage in continuous provision and WRM topics 'Find my Pattern' and 'On the Move')</i> | <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>  |
| <b>Understand the World</b>  | <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>  |
| <b>Expressive Arts and Design</b>  | <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> |