

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me!	Let's Celebrate!	The Big Freeze!	Up High and Down Low!	Come Outside!	Sail away!
COEL	<b>Characteristics of Effective Teaching &amp; Learning</b>					
	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p><b>Unique Child:</b> Every child is unique, is constantly learning and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. They learn to be strong and independent across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established, with teaching and support from adults, where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Spetisbury, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>						

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<p><b>General Themes</b></p> <p>NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p><b>All About Me!</b></p> <p>Starting school / my new class / new Beginnings            Staying healthy / Food / Human body            How have I changed?            My family / PSED focus            What am I good at?            How do I make others feel?            Being kind / staying safe            Nursery Rhymes            Seasons - Autumn</p>	<p><b>Let's Celebrate!</b></p> <p>Guy Fawkes/Bonfire night            Remembrance day            Diwali            The Nativity            Christmas            Letters to Father            Christmas            Christmas lists</p>	<p><b>The Big Freeze!</b></p> <p>Animals around the world            Climates / Hibernation            Seasons - Winter            Freezing and Melting            Contrasting Environments            Animal Arts and crafts            Night and day animals            Animal patterns            David Attenborough            Habitats            Chinese New Year</p>	<p><b>Up High and Down Low.</b></p> <p>Around the Town            How do I get there?            Where in the world have you been?            Where do we live in the UK / world?            Vehicles past and present            Design your own vehicle.            Seasons - spring</p>	<p><b>Come Outside!</b></p> <p>Plants &amp; Flowers            Minibeasts            The great outdoors            Planting seeds            Life cycles</p>	<p><b>Sail away!</b></p> <p>Under the sea            Off on holiday / clothes            Where in the world shall we go?            Send me a postcard!            Marine life            Compare: Now and then!            Seaside art            Plastic pollution            Pirates            Seasons - summer</p>
<p><b>Possible Texts and Old Favourites</b></p>	<p>Starting School            We're going on a bear hunt- Drawing Club            The Smartest Giant            The Colour Monster –Drawing Club            The Colour Monster goes to School            The Rainbow Fish            Girrafes Can't Dance            Red Rockets and Rainbow Jelly            Funny Bones            All are Welcome            The Big Book of Families            Incredible You</p>	<p>Rosie's Walk            Owl Babies            Day Monkey, Night Monkey            The Jolly Christmas            Postman            The Wonky Donkey            Christmas Story / Nativity            Mog's Christmas            Dear Santa            Stick Man            Leaf Man            Tree, seasons come and seasons go            What did the tree see?            Little Red Hen – Talk for Writing            The Gingerbread Man – Talk for Writing</p>	<p>The Emperors Egg            Poles Apart            Tiger who came to tea            Diary of a wombat            Elephant and the Bad Baby            Monkey Puzzle            Pig in the Pond            The Magic Paintbrush            Monkey and Me            Chinese New Year – other culture            Lost and Found – Talk for Writing – Report - penguins            The Three Little Pigs – Talk for Writing – Character description/who am I?</p>	<p>Whatever Next            The Naughty Bus            The Train Ride            Oi! Get off my train!            What the ladybird heard on holiday            100 Decker Bus            I can't take an elephant on the bus            Mr Gumpy's Motor Car            Mrs Armitage on Wheels            Mr. Gumpy's Outing – Talk for Writing (story map/innovation &amp; writing instructions)</p>	<p>The Tiny Seed            Superworm            Jasper's Beanstalk            The Very Hungry Caterpillar            Aghh Spider!            Farmer Duck            Handa's Surprise – other culture            Jack and the Beanstalk – Talk for writing            On the Way Home – Talk for Writing</p>	<p>Under the Sea Non – Fiction            P is for Passport            The Journey            The Snail and the Whale            Sharing a shell            Commotion in the ocean            The Night Pirates            The Pirates Next Door            Captain Yellowbelly            10 Little Pirates            Tiddler – message in a bottle (letter)            Somebody's swallowed Stanley – plastic pollution (captions for pictures)</p>
<p><b>'Wow' moments / Enrichment Activities</b></p>	<p>School Walk            Autumn Walk            Harvest Time            Favourite Songs            Black History Month            Making Vegetable Soup            Pumpkin farm visit</p>	<p>Making bread &amp; Gingerbread men            Guy Fawkes / Bonfire Night            Christmas Time / Nativity            Diwali – Indian food tasting            Remembrance day            Children in Need            Anti- Bullying Week</p>	<p>Chinese New Year            LENT            Valentine's Day            Internet Safety Day            Chinese food tasting</p>	<p>World Book Day            Easter time            Nature Scavenger Hunt            Mother's Day            Eater Egg Hunt</p>	<p>Caterpillars in class            Growing plants and vegetables            Fruit kebabs            King's Coronation TBC</p>	<p>Under the Sea – singing songs and sea shanties            Pirate Day            Making ice cream            Ice cream at the park            Transition visits</p>

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Our Values <i>Assemblies / Whole School Themes</i> We will 'dip in and out of each area' each term as and when we need to.	Compassion	Honesty	Reflection	Respect	Perseverance	Teamwork
Assessment opportunities	Analyse Nursery Information In-house - Baseline data on entry National Baseline data by end of term 1 Set up EYFS Phonics tracker EYFS Team Meetings	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Internal moderation Phonics assessments EYFS Tracker	GLD Projections for EOY On going assessments hub/Trust moderation? EYFS team meetings Internal moderation Phonics assessments	Pupil progress meetings On going assessments Annual Reports EYFS team meetings Phonics assessments Internal moderation EYFS Tracker	hub/Trust moderation? On going assessments EYFS team meetings Internal moderation Phonics assessments	Pupil progress meetings Parents evening hub/Trust moderation? EYFS team meetings Internal moderation Phonics assessments EYFS Tracker EOY data
Parental Involvement	Home visits Home / School Agreement Tapestry involvement	Parents evening Tapestry involvement Nativity Reading workshop (OCT) Friendly Fridays	Tapestry involvement Friendly Fridays? Stay & Read/mystery reader? Writing workshop TBC	Tapestry involvement Parents evening Books at Bedtime? Friendly Fridays?	Tapestry involvement Stay & Read? Art exhibition? Friendly Fridays?	Tapestry involvement Annual reports Friendly Fridays?

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Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE, stories, singing, speech and language interventions.  <b>Daily story time using high quality texts</b>	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Show an interest in the lives of other people Talk about me Follow instructions (settling in, putting my things away, use it, choose it, put it away) Develop vocabulary through play and topic theme Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") Introduce scarf and circle time Poem of the week	Develop vocabulary through play and topic theme Discovering Passions Talk about family routines and special occasions Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	Develop vocabulary through play and topic theme Using language well Asking how and why questions Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail (Lunar New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs – rhyme of the week.	Develop vocabulary through play and topic theme Reciting poems, rhymes and songs - Rhyme of the week Articulate ideas and thoughts into well-formed sentences Ask questions to find out more Describe events in detail – time conjunctions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story Wellcomm interventions??	Develop vocabulary through play and topic theme Reciting poems, rhymes and songs - Rhyme of the week Listen to, engage in and talk about selected non-fiction texts Describe events in detail – time conjunctions : school trip or visit, Queen's Platinum Jubilee Articulate a life cycle - butterfly	Develop vocabulary through play and topic theme Reciting poems, rhymes and songs - Rhyme of the week Listen to, engage in and talk about selected non-fiction texts Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Talk about the experiences I have had at different points in the school year.

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<b>Personal, Social and Emotional Development</b>	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<b>Managing Self</b>  <b>Self - Regulation</b>  <b>SCARF</b>	<p><b>Me and My Relationships</b> Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.</p>	<p><b>Valuing Difference</b> Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p><b>Keeping Myself Safe</b> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p><b>Rights and Responsibilities</b> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p><b>Being My Best</b> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p><b>Growing and Changing</b> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p>		

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Physical development	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
Fine motor	Threading, cutting, weaving, playdough, tweezers & other Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Begin to develop a comfortable pencil grip	Threading, cutting, weaving, playdough, tweezers & other Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for a dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, tweezers & other Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	Threading, cutting, weaving, playdough, tweezers & other Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed.	Threading, cutting, weaving, playdough, tweezers & other Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle / Draw a cross. Use cutlery safely	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as K'nex or Lego Use cutlery safely
Gross motor	Climbing – outdoor equipment Changing into aprons/role play clothes. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. <b>Introduction to PE</b> – following instructions, practising skills safely and working independently. Develop skills in footwork and travelling in a range of ways. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, balancing, climbing. Fri-Yay	Crates play – climbing/balancing. Dance / moving to music. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, bikes to use with others, wheelbarrows, prams and carts. <b>Outdoor PE</b> - move around safely in space, follow instructions and stop safely, develop control when using equipment, play safely in a group, follow a path and take turns, work cooperatively with a partner. Fri-Yay	Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. <b>Ball skills</b> - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop skills in rolling a ball to a target, stopping a moving ball, accuracy when throwing to a target, bouncing and catching a ball, dribbling a ball with feet and kicking a ball. Fri-Yay	Balance - children moving with confidence Dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. <b>Gymnastics</b> – Copy and create shapes on floor and apparatus, develop balancing on different body parts, jumping and landing safely, rocking and rolling, copy and create short sequences, linking actions together. Fri-Yay	Obstacle activities - children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. <b>Games</b> – Develop running and stopping, throwing and keeping score, play games with others, move safely, playing tagging games, work cooperatively, taking turns and play team games. Fri-Yay	Races / team games involving gross motor movements. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Dance / moving to music. Sports Day races and games. <b>Games</b> – Develop accuracy when throwing, practise keeping score, follow instructions, move safely, play against an opponent, play by the rules and develop coordination, explore striking a ball, work cooperatively as a team, practise for sports day. Write Dance Storycises
	<p>From Development Matters 2021':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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 and swimming. 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, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

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Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities once letter formation taught. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Books to share at home</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / props. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Using T4W invention strategy. Encourage children to record stories through pictures/drawing/captions/labels/ mark making.</p> <p>Non-fiction focus – simple reports/fact files.</p> <p>Stories from other cultures – Lunar new year</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Retelling and innovating known stories.</p> <p>Story invention</p> <p>Non-fiction focus - instructions</p>	<p>Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow.</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Retelling and innovating known stories.</p> <p>Story invention</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p> <p>Non-fiction focus – letters, captions for pictures</p>
	<p><b>Comprehension</b> - Developing a passion for reading</p> <p><b>Word Reading</b> All Aboard Learning SSP.</p>	<p><b>Phonic Sounds:</b> All Aboard Learning Phase 2 <b>Reading:</b> Initial sounds, oral blending, CVC words, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p><b>Phonic Sounds:</b> All Aboard Learning Phase 2 <b>Reading:</b> Blending CVC words, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p><b>Phonic Sounds:</b> All Aboard Learning Phase 3 <b>Reading:</b> Rhyming strings, common themes in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p><b>Phonic Sounds:</b> All Aboard Learning Phase 3 <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books - instructions.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘cobweb’, ‘himself’, ‘jumping’.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p><b>Phonic Sounds:</b> All Aboard Learning Phase 4 <b>Reading:</b> Non-fiction texts, Internal blending Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>

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Writing	<p><b>Texts as a Stimulus:</b>  <b>The Colour Monster/The Colour Monster Goes to School</b> -Drawing Club            Story map            Oral retelling  <b>We're Going On A Bear Hunt</b> - Drawing Club            Story map            Oral retelling            Labels / mark making</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple labels/captions. Use initial sounds to label characters / images. Names Labels. Captions lists, diagrams for models. Messages – Create a Message centre.</p>	<p><b>Texts as a Stimulus:</b>  <b>Owl Babies/Day Monkey, Night Monkey</b>            Sequence the story            Story map            Oral retelling            Innovate the story            Labels / mark making  <b>The Jolly Christmas Postman</b> Drawing Club            Christmas Lists</p> <p>Name writing, labelling using initial/final sounds. Lists. Retelling stories in story/reading area using props/puppets for known stories.</p> <p>Help children identify the sound that is tricky to spell in red words.</p> <p>Sequence the story.</p> <p>Hold a sentence.</p>	<p><b>Texts as a Stimulus:</b>  <b>The Emperors Egg</b>            Story map            Labelled diagram            Penguins – Animal Fact File – CVC words / simple sentence writing using some red words.</p> <p><b>Don't Be Afraid Little Pip</b>            Penguin- character description - Labels and simple captions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels/captions using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context, link to shared texts.</p> <p>Character descriptions.</p> <p>Write a simple sentence.</p>	<p><b>Texts as a Stimulus:</b>  <b>Non-Fiction Space and planes</b>            Story map            Oral retelling            Innovate the story            Write a sentence about a part of the story.</p> <p>Instructions – How to make a space rocket/lego plane. Sequence instructions. Use conjunctions - first, next, then, finally.</p> <p>Write own instructions.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.            Non-fiction writing – instructions.</p> <p>Write simple sentences</p>	<p><b>Texts as a Stimulus:</b>  <b>Little Red Hen</b>            Story map            Oral retelling            Innovate the story            Write a sentence about a part of the story.</p> <p>Writing recipes, lists - writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Labels and captions – life cycles            Recount – A trip or visit</p>	<p><b>Texts as a Stimulus:</b>  <b>Tiddler</b>            Message in a bottle - Write a letter, include 3 sentences</p> <p><b>Commotion in The Ocean</b>            Captions for pictures – create a poster on recycling</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories.</p> <p>Write three sentences – B, M &amp; E.</p>

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Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>NCETM Mastery</i></p> <p><i>White Rose Maths (SSM)</i></p>	<p><b>Count objects, actions, and sounds.</b>  <b>Subitise</b>            Baseline</p> <p>Representing 123,            Comparing 123,            Composition of 123,            Subitising</p> <p>Circles</p>	<p><b>Explore the composition of numbers to 10</b>  <b>Subitise</b>  <b>Automatic recall number bonds 0-10</b>            Cardinality            Comparisons -more than, fewer than            Intro idea of whole and part            Composition of 3,4,5            Counting to 20</p> <p>Capacity</p>	<p><b>Explore the composition of numbers to 10</b>  <b>Subitise</b>  <b>Automatic recall number bonds 0-10</b>            Subitising to 5            1 more            Verbal counting to 20 and beyond            Cardinality            Composition of 5 and 6            Capacity            Unequal and equal sets</p>	<p><b>Explore the composition of numbers to 10</b>  <b>Subitise</b>  <b>Automatic recall number bonds 0-10</b>            Symmetrical patters linked to doubles            Cardinality up to 10            Shape of odd and even numbers            Equal and unequal sets            Circles and Triangles</p>	<p><b>Explore the composition of numbers beyond 10.</b>  <b>Subitise</b>  <b>Automatic recall number bonds 0-10</b></p> <p>Subitising – when is it appropriate?            Counting beyond 20 starting from a different number            Composition of 10            Order sets of objects            Height and length</p>	<p><b>Explore the composition of numbers beyond 10.</b>  <b>Subitise</b>  <b>Automatic recall number bonds 0-10</b>            Numbers beyond 10            Consolidation            Number bonds withing 5            Shape-Spatial reasoning</p>

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Understanding the world RE / Festivals	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Sharing family photographs – talking about themselves and their immediate family members (how families can be different to each other). How have we changed since we were a baby?</p> <p>Learn about the season of Autumn. Nature walks within school grounds – collecting and taking photos of natural objects/seasonal changes.</p> <p>Talking about the weather daily and how it changes.</p> <p>Exploring the outdoor area - describing what they can see and do - talk about different areas.</p> <p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Harvest time – naming vegetables, how they grow (linked to pumpkin visit), vegetable tasting</p> <p>Making vegetable soup in a small group (linked to Pumpkin visit) – following a recipe, talking about changes to ingredients.</p> <p>Talk about the features of their immediate environment with visual representations e.g., school and classroom maps, story maps, aerial photographs and read commons signs and logos from their local area. Visit church.</p> <p>Black History Month</p>	<p>Comment on what they notice about the environment where they live. Describe what they see, hear, and feel outside.</p> <p>Explore the natural world around them by taking part in weekly 'nature detectives' sessions.</p> <p>Understand the need to respect and care for the natural environment and all living things.</p> <p>Notice seasonal changes.</p> <p>Explore light and colour.</p> <p>Learn that different people celebrate different things and have different traditions.</p> <p>People celebrate their birthday to remember the day they were born.</p> <p>Bonfire night is on 5<sup>th</sup> November. Remembrance Day is on 11<sup>th</sup> November.</p> <p>Diwali is the Hindu festival of light. Advent is a time of preparation for Christmas.</p> <p>Christmas takes place on 25<sup>th</sup> December and is a Christian festival celebrating the birth of Jesus.</p> <p>How events were celebrated in the past.</p> <p>Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p>Use simple maps, photographs, globes and atlases to locate India when discussing the Hindu festival of Diwali.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the polar regions?</p> <p>Compare animals from the polar regions to those on a farm. Learn about nocturnal animals.</p> <p>Talk about climates and the weather in different parts of the world.</p> <p>Explore a range of polar animals. Learn their names and label their body parts. Could include a virtual trip to the Poles/the zoo.</p> <p>Making sense of different environments and habitats - contrasting environments – Arctic/Antarctic. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side</p> <p>Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Create own maps and describe journeys made using appropriate locational language and describing features.</p> <p>Can children talk about their homes and what there is near their homes?</p> <p>Environments – Features of local environment. Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre.</p> <p>Take children to places of worship and places of local importance to the community. Local area walk.</p> <p>How things work – vehicles, forces, magnets.</p> <p>How vehicles have changed – compare old and new forms of transport.</p> <p>Complete a simple BeeBot program using a grid map - support children to draw their own grid maps, including features in the local environment.</p> <p>Winter changing to spring</p> <p>Describe images of familiar situations in the past using books – Mr Gumpy's Outing, Mr Gumpy's motor car.</p> <p>Recount an event orally, pictorially and/or with captions – local area walk/school trip.</p>	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Spring - comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</p> <p>Growing plants – naming some parts of a plant, caring for growing plants, similarities and differences in relation to plants, plant life cycle.</p> <p>Animals – caring for the natural environment and all living things, butterfly life cycle. Make a minibeast hotel</p> <p>Making observations and drawing pictures of animals.</p> <p>Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p> <p>Make comparisons between Spetisbury and London – linked to the Queen's Platinum Jubilee</p> <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their local community e. g. police, fire service, doctors, dentist.</p> <p>King's coronation TBC</p>	<p>Floating and sinking – classifying objects according to those that float and those that sink, creating own floating objects. Make a boat that floats.</p> <p>Animals that live in the sea – similarities and differences, making observations and drawing pictures of sea animals.</p> <p>Spring changing to summer</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Create own maps using grid paper and symbols (x marks the spot treasure maps).</p> <p>Recognise, know, and describe features of different places - coast, sea life.</p> <p>Look closely at similarities and differences between their immediate environment and different places they have visited or learnt about through books or websites. Create a map and plot where each of our key literacy texts have taken place.</p> <p>Order experiences in relation to themselves and others, including stories.</p> <p>How life has changed – compare and contrast boats, clothes, people. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> <p>What are pirates? Find out about famous pirate figures in the past.</p>

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunities to develop their emerging moral and cultural awareness.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me!	Let's Celebrate!	The Big Freeze!	Up High and Down Low!	Come Outside!	Sail Away!
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling, loose parts representations of faces, take picture of children's creations and record them explaining what they did.</p> <p>Artist studies – Nursery rhymes &amp; rhyme of the week.</p> <p>Provide opportunities to work together to develop and realise creative ideas – junk modelling homes Make Vegetable Soup.</p> <p>Learn and sing a range of nursery rhymes, action and counting songs and rhyme of the week. Clap out simple rhythms. Explore a range of percussion instruments – follow instructions on how to play – slow, fast, loud, quiet, long, short sounds. Learn and perform songs as a class group.</p>	<p>Artist study – Firework pictures/junk models, loose parts representations – transient art. Christmas decorations, Christmas cards, Divas, Christmas songs/songs to perform for the Nativity.</p> <p>The use of story maps, props, puppets &amp; story baskets will encourage children to retell, innovate and invent stories.</p> <p>Role-play parties and celebrations.</p> <p>Production of A Wriggly Nativity</p> <p>Rhyme of the week</p> <p>Create a Christmas Decoration. Learn and sing a range of nursery rhymes, action and counting songs and rhyme of the week. Clap out simple rhythms using syllables. Learn and perform songs as group to an audience – Nativity play. Watch back our performance. Develop the ability to match pitch and follow the melody when singing. Listen to music and songs from other cultures – Diwali.</p>	<p>Use different textures and materials to make houses for the three little pigs Inuit art</p> <p>Observational drawings of penguins / arctic Antarctic animals Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Using colours to represent cold and hot climates Patterns - Animal prints Chinese New Year inspired artwork - Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Develop the ability to match pitch and follow the melody when singing. Listen to music and songs from other cultures – Chinese New Year. Use instruments to represent the sound of different weather types. Create own rainmakers.</p>	<p>Oil pastels – create a representation of a vehicle Choose the best materials to make a boat that floats. Junk modelling, houses, bridges, boats and other vehicles. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with Mother's Day crafts Easter crafts Home Corner role play</p> <p>Explore high and low pitch in the context of songs. Use instruments to represent the sounds of a range of vehicles. Respond to music– change movements according to pulse. How to draw – follow a video to draw a vehicle</p>	<p>Make different textures; make patterns using different colours. Collage-flowers and plants. Pastel drawings, printing, Artwork themed around Eric Carle / The Seasons Provide a wide range of props for play which encourage imagination. Explore high and low pitch in the context of songs. Respond to music– change movements according to pulse. Make a minibeast hotel. Create healthy fruit kebabs.</p>	<p>Sand pictures / Tiddler fish collages Use tools and techniques to hole punch and thread to make a jellyfish. Colour mixing – underwater pictures. Recycled sea creature model. Learn some sea shanties. Use instruments to create own pirate music. Be able to play percussion instruments in a range of ways.</p>

# Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and 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>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - 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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>