

*'Growing and maturing in our learning journey'*



# EYFS

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*'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.'* Psalms 1:3

# Intent

# Implementation

# Impact

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IN RECEPTION AT SPETISBURY WE PLACE GREAT VALUE ON THE DEVELOPMENT OF CHILDREN AS INDIVIDUALS AND PROVIDING THEM WITH THE SKILLS, KNOWLEDGE AND UNDERSTANDING THEY NEED TO PREPARE THEM FOR THE CHALLENGES IN KEY STAGE ONE AND BEYOND



PUPILS LEARN THROUGH A BALANCE OF CHILD-INITIATED AND ADULT-DIRECTED ACTIVITIES. THE CHILDREN ARE CONTINUOUSLY LEARNING THROUGH PLAY AND EXPLORATION.



WE ARE CONTINUOUSLY EVALUATING HOW THE CHILDREN ARE LEARNING BY TALKING TO CHILDREN, LOOKING AT THEIR WORK AND OBSERVING THEIR LEARNING EXPERIENCES. BY THE END OF RECEPTION WE HOPE TO SEE PUPILS WHO EMBODY OUR VALUES AND CARRY WITH THEM THE KNOWLEDGE, SKILLS AND ATTITUDE OF LIFELONG LEARNERS.

## Intent



Our aim in the EYFS is to maintain and build upon the curiosity of childhood. We take into account the unique nature of each child, recognising that they develop and learn at different rates.

Children are given the opportunity to play, explore and enquire being active participants in their own learning. We intend for them to become resilient learners who derive enjoyment from their achievements and therefore aspire to achieve more.

We broaden their realm of experience by listening to their interests and giving them opportunities to link ideas and explore possibilities; making connections and thinking creatively.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They are supported to develop positive relationships enabling them to become strong, confident and independent learners.

## Implementation



We have a curriculum that is child-centred with topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

· Personal, Social and Emotional Development · Physical Development, · Communication and Language, · Literacy, · Mathematics, · Understanding the World, · Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. During each week, the children will work with an adult to complete a minimum of three adult led tasks: one 1:1 reading session, one literacy task and one maths task, in addition to a range of child initiated tasks through both the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

## Impact



We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year and we put supportive interventions in place if and when needed. The class teacher uses observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. **Summative assessment compares children's attainment to age related expectations using observational checkpoints in Development Matters.** This is tracked using 'Insight' to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our trust. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

# Communication and Language

## 1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## 2. Speaking ELG

Children at the expected level of development will:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings 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.

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can follow a one or two part instruction I enjoy joining in at group times and story times	I can demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably	I can respond to what I have heard by asking questions and saying what I think	I can listen carefully I can respond with questions, comments and actions
	I engage in story times I like to join in with familiar songs and rhymes	I can say what I think I ask questions about what I have heard	I can make comments about what I have heard I can ask questions to help me understand
I can talk to others and take it in turns to speak	I can wait and take turns in conversation	I can respond to what others say	I can engage in conversation with my friends and teachers

# Communication and Language Progression- Listening, Attention and Understanding

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can express a point of view	I am starting to share my ideas with familiar adults I can talk to others (adults and children)	I can share my ideas in small groups I can share my ideas with familiar adults	I can take part in whole class and group discussions
I can use talk to share what I think	I use talk to organise my thoughts I can listen to and talk about stories, rhymes and non-fiction	I can explain events that have already happened in detail I can engage in stories, rhymes and non-fiction sharing my ideas about them	I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems
I can use a sentence of 4-6 words I can use speech as a way of starting to express myself	I can share my ideas using talk as a tool I can say how I feel using talk as a tool	I can start to use full sentences I am starting to use past, present and future tenses	I can express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas

# Communication and Language Progression- Speaking

# Personal, Social and Emotional Development

## 3. Self-Regulation ELG

Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## 4. Managing Self ELG

Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## 5. Building Relationships ELG

Children at the expected level of development will:

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Feelings and behaviour regulation	I can talk about feelings (happy, sad, angry)	I can identify a range of different feelings	I can say how others are feeling based on their expressions and actions	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour
Working for goals	I can choose what I need to complete a goal (short term)	I can keep on trying when I find something difficult	I can say what I am good at and what I would like to improve	I can set myself goals I can wait for my requests and needs to be met
Focused attention	I am starting to follow instructions	I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can sit and listen during adult focus time I can follow instructions with two or more parts	I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)

## Personal, Social and Emotional Development-Self Regulation

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I am starting to become more confident when things are new (dealing with the transition)	I am starting to try new activities	I can keep on trying even when I am finding something difficult	I can try new activities I can show resilience and perseverance when things are difficult
I am showing an awareness of rules and how to behave in the classroom	I am starting to be aware of rules in the school and classroom	I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong	I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour
I can toilet myself	I can dress and undress for PE/ Forest School etc. I am starting to know ways to stay healthy	I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food

## Personal, Social and Emotional Development-Managing Self

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can play with one or more children cooperatively	I can play with a small group of children, sharing ideas	I can use words to help solve conflicts with others I can work well with others listening and sharing ideas	I can work with others in a group I can play with others, take turns and share
	I am starting to form good relationships with the familiar adults in my class	I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people	I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships
I can start to talk about the way I feel	I can express and identify my feelings I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	I can identify how others feel and respond to them appropriately	I know what my own needs are and can share them I am sensitive to the needs of others

## Personal, Social and Emotional Development-Building Relationships

# Physical development

## 6. Gross Motor Skills ELG

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## 7. Fine Motor Skills ELG

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Gross Motor	<p>I can climb stairs using alternate feet</p> <p>I can develop movement (using age appropriate bikes, scooters etc.)</p> <p>I can work with others to manage large items</p>	<p>I can use lots of different ways of moving appropriately</p> <p>I can climb over, under and through obstacles</p>	<p>I can throw, kick, pass and catch a large ball</p> <p>I can move and use both large and smaller scale equipment (building blocks <u>etc</u>)</p>	<p>I can travel around space and obstacles safely</p> <p>I can show strength, balance and co-ordination in movement</p> <p>I can move in different ways- run, jump, skip, climb</p>
Fine Motor	<p>I show a preference for a dominant hand with a comfortable pencil grip</p> <p>I can draw a picture</p>	<p>I can show good pencil control when mark making and drawing</p> <p>I can use cutlery and other one handed equipment</p>	<p>I can sit at a table to write</p> <p>I can hold a pencil in a tripod grip</p> <p>I can use scissors</p>	<p>I can hold a pencil effectively (tripod)</p> <p>I can use a range of tools e.g. scissors</p> <p>I can draw with accuracy</p>

## Physical Development

# Literacy

## 8. Comprehension ELG

Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## 9. Word Reading ELG

Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## 10. Writing ELG

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Letter Formation	I can write some letters from my name	I can write some lower case letters correctly I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, <u>etc</u> )	I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip	1. I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip
Spelling	I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words	I can identify known letters to match initial sounds (phase 2) I can match phase 2 letters and sounds I am starting to read captions e.g. the cat and the dog	I can match phase 2 and 3 letters and sounds I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words	2. I can write CVC words with sounds and letters I know I can write tricky words
Composition	I can write some initial sounds I can write my own name	I can write simple labels I can start to write simple captions I can say a simple sentence for writing (oral and count words)	I can write captions I can write short sentences I can start to use finger spaces between my words I can read sentences back	3. I can write simple sentences I can read my own sentences My teacher can read my sentences

# Literacy-Writing

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Letter Formation	I can write some letters from my name	I can write some lower case letters correctly I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)	I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip	1. I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip
Spelling	I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words	I can identify known letters to match initial sounds (phase 2) I can match phase 2 letters and sounds I am starting to read captions e.g. the cat and the dog	I can match phase 2 and 3 letters and sounds I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words	2. I can write CVC words with sounds and letters I know I can write tricky words
Composition	I can write some initial sounds I can write my own name	I can write simple labels I can start to write simple captions I can say a simple sentence for writing (oral and count words)	I can write captions I can write short sentences I can start to use finger spaces between my words I can read sentences back	3. I can write simple sentences I can read my own sentences My teacher can read my sentences

## Literacy-Reading

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Comprehension (Understanding & retelling)	I can talk about stories I have heard	I can retell the key events in stories I am starting to recall facts from non-fiction	I can retell key events from stories I have read I can describe the key events in detail I can recall facts from a non-fiction book	1 I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information
Comprehension (Prediction)	I can talk about stories I have heard	I can talk about what has happened in the story so far	I can say what might happen next linked to other similar stories	2 I can say what I think might happen next
Comprehension (Vocabulary)	I can join in with familiar rhymes and songs (and some patterned stories)	I can listen carefully to stories, rhymes, non-fiction and songs	I can talk about stories, rhymes, non-fiction and songs	3 I can use new vocabulary throughout my play

## Literacy-Reading (Cont)

# Mathematics

## 11. Number ELG

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## 12. Numerical Patterns ELG

Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Numbers to 10 and subitising	<p>I can show numbers to 5 using concrete resources</p> <p>I can match numeral and quantity to 5</p> <p>I can say one number name for each item</p> <p>I can quickly say how many there are (up to 3)</p>	<p>I can count to 5 using different mathematical resources</p> <p>I can match numeral and quantity to 5</p> <p>I can quickly say how many there are (up to 3) in different arrangements</p>	<p>I can count objects, claps, movements up to 10</p> <p>I can match numeral and quantity (within 10)</p> <p>I can quickly say how many there are (up to 5)</p>	<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame</p> <p>I can recognise the numerals to 10 and match to quantity consistently</p> <p>I can recognise quantities up to 5 without counting</p>
Calculation	<p>I can solve some simple problems with numbers to 5</p>	<p>I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</p>	<p>I can recall number bonds to 5</p> <p>I can start to give some linked subtraction facts</p> <p>I can start to recall some double facts e.g. 1 and 1 is 2</p>	<p>I can recall number bonds up to 5 and some to 10</p> <p>I can match subtraction facts with number bonds</p> <p>I can recall some double facts within 10</p>

## Mathematics-Number

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
The Number System	I can count to 5 reliably I can start to count beyond 5	I can count to 10 by rote	I can count to 20, knowing the teen numbers	I can count beyond 20
Comparison	I am starting to compare quantities using <u>non standard</u> vocabulary	I can compare manipulatives (e.g. saying when one tower is bigger/smaller) I can find one more/ one less using resources	I can compare two quantities saying when one is bigger/smaller/same I can say a number that is one more/ less without resources	I can compare quantities using greater/ more than, fewer/ less than, the same/ equal
Patterns	I can start to continue and copy patterns	I can continue and copy patterns I can create my own patterns	I can spot errors in the pattern I can name my pattern e.g. ABAB I can start to identify odd and even numbers linked to sharing	I can show patterns in numbers to 10 I can talk about odd and even numbers I can say double facts I can share equally

## Mathematics-Numerical Patterns

# Understanding the World

## 13. Past and Present ELG

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling;

## 14. People Culture and Communities ELG

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

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.

## 15. The Natural World ELG

Children at the expected level of development will:

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;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
<p>I can talk about the different jobs people do</p> <p>I can name some members of my family and talk about them</p>	<p>I can talk about changes that have happened to me throughout my life</p> <p>I can talk about my family and people in the community and their roles</p>	<p>I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</p>	<p>I can talk about the lives of people I am familiar with</p> <p>I can talk about the roles of people in society</p>
<p>I can talk about myself and some of the ways I have changed</p>	<p>I am becoming more aware of the past linked to myself and my family and how it has changed</p>	<p>I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</p>	<p>I can give similarities and differences between the past and now</p>
	<p>I can talk about what I can see in pictures of the past</p>	<p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>	<p>I can talk about the past using books and stories talking about the characters, settings and events</p>

## Understanding the World-Past and Present

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can explore the world around me with all my senses	I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I am starting to explore the natural world	I can explore and talk about the natural world using what I know from stories/ non-fiction I can draw information from a simple map	I can describe the school environment using what I know from <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul>
I can be accepting and positive about people's differences	I can talk about how different people celebrate	I can talk about some special places for people in our and other communities	I can talk about religion and culture within my country (UK)
I know there are different countries in the world	I can start to use stories and pictures to talk about differences in life in other countries	I can draw information from a simple map I can start to talk about the differences in lives in other countries	I can talk about what is the same and different in life in this country and in other countries

# Understanding the World-People, Cultures and Communities

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can talk about what I can see outside using a wide vocabulary	I can describe what I can see, hear and feel outside	I can describe animals and plants (both from photos and real life experiences)	I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures
	I can talk about the area I live in, including the weather etc.	I can describe my own environment and local area I can describe another environment e.g. desert, Arctic etc.	I can contrast the natural world around me with different environments
I can change materials e.g. adding water to cornflour, mixing paint etc.	I can talk about forces I feel e.g. push, pull etc. I can talk about the differences in materials	I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)	I can talk about some of the changes in the natural world (including seasons and changing states of matter)

## Understanding the World-The Natural World

# Expressive Arts and Design

## 16. Creating with Materials ELG

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

## 17. Being Imaginative and Expressive ELG

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
<p>I can start to join materials together</p> <p>I can explore art materials and colour mixing freely</p> <p>I can develop my own ideas for art</p>	<p>I can use various tools for artwork and design e.g. playdough tools</p> <p>I can select my own art and design materials to create with</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</p> <p>I am able to combine different techniques e.g. collage, paint, crayon, clay to create art</p>	<p>I can safely use tools e.g. scissors</p> <p>I can explore using materials and techniques</p> <p>I can design art/ a product thinking about colour, texture and function</p>
<p>I can develop my own ideas for art and start to talk about them (with adult support)</p>	<p>I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p>	<p>I can talk about my artwork or designs- linked to some of the materials/ techniques I used</p>	<p>I can explain what I have made</p> <p>I can talk about how I made it</p>
<p>I can start to develop my own stories linked to what I know through role &amp; small world play</p>	<p>I am starting to recreate familiar stories (with adult support)</p>	<p>I can use materials and props to retell stories and create imaginary situations linked to what I know</p>	<p>I can use props and materials when I am role playing familiar stories</p>

## Expressive Arts and Design-Creating with Materials

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I am using my imagination in play to help me role play and create small world set ups.	I can recount and retell familiar stories with my friends and adults (small world/ role play) I can role play imaginary scenarios linked to experiences	I can adapt well known stories and narratives and small world/ role play them with others I can use what I know and have read to help create my own stories	I can adapt and recount narratives and stories with my friends and adults I can invent my own stories
I can remember most of a song to sing I can make up my own "silly" songs	I know some popular songs and can sing them supported by an adult	I can sing well known songs in a group or alone and match the pitch and melody	I can sing well known nursery rhymes I can sing some familiar songs (Xmas play etc.)
I can remember and sing songs I can start to match the melody and pitch of others	I can listen and respond to sounds I can sing with others and supported by an adult	I can listen carefully to music and start to move to it I can join in with singing and dancing	I can perform songs, rhymes, poems and stories alone and with others I can try to move in time with music

## Expressive Arts and Design-Being Imaginative and Expressive