



Curriculum Map EYFS – 2022/2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Core Books	-Owl Babies -So Much -Elmer and Grandpa Eldo	- Whatever Next -Three Billy Goats Gruff -The Three Little Pigs	-The Train Ride -The Big Red Bus -Lost and Found	-Brown Bear Brown Bear -We're going on a bear hunt -Peace at Last	-The very Hungry Caterpillar -Oliver's Vegetables -My New Baby	-Pizza Day The Runaway Chapatti -Lima's Red Hot Chilli
Nursery	<u>Me and my Family</u> -Settling -Ourselves -Separating from main care giver -Family -Familiar adults -School rules -Hygiene -Familiar surroundings	<u>Time to Build</u> -Familiar Buildings -Building materials/construction -Seasonal change -Wind experiments -Building bridges (planning and adapting) -retelling familiar stories and setting. -Christmas -Positional Language	<u>Travel</u> - Exploring modes of transport -Local area -Bus ride -Maps -Role play -Familiar and safe places in the local environment -Journeys	<u>Bears</u> -Light and dark -Junk modelling -Collage	<u>Growing</u> -Human growth -Plant growth -Food growth -Chicks, care for living things -Habitats	<u>Food Glorious Food</u> -Exploring food and textures -Cultural food -Cooking -Healthy and unhealthy foods <u>Transition to Reception</u>
Reception Core Books	-Mixed -The Blue Balloon -The Day the Crayons Quit It's Okay to be Different	-When's My Birthday? There's House Inside My Mummy -Shmelt the Hanukkah Elf -Dipal's Diwali	-The Gingerbread Man -Jack and the Beanstalk -Goldilocks and the Three Bears -The Little Red Riding Hood	-Billy's Bucket -Little Turtle and the Sea -Barry the Fish with Fingers -The Singing Mermaid	-The Postal Worker -Mog and the V.E.T -At the Hospital -Officer George	-Think Big -Oh the Places You Will Go! -Would You Rather... -The World Made a Rainbow
Reception	<u>Colours</u> -Colour and emotions -Similarities and differences (cultural differences) -Making friends, rules and routines -Hygiene -Colour names and colour mixing -Aspirations for the year ahead -Different families	<u>Lets Celebrate</u> -Celebrations -Festivals -Hanukkah -Birthdays -Diwali -New baby – change and development -Christmas -Team work -Taking caring of others -Appreciating differences -Dance	<u>Once Upon a Time</u> -Traditional tales -Stranger awareness, where to get help, how to keep safe -Planting and lifecycle of plants -Familiar stories, settings, characters -Character traits -Instructions -Recipes	<u>Under the Sea</u> -Collage -Junk modelling -Life cycles of sea creatures -Water experiments -Differences and acceptance -Musical development -Respectful relationships -Perspectives of others -Refining ideas	<u>People Who Help Us</u> -Our environment -Occupations and way of life -How people in the community help -Comparison to other parts of the world -How to keep safe -Writing letters -Caring for the environment (recycling)	<u>Dream Big</u> -Aspirations for the future -Being a good citizen -Goals -Dreams <u>Transition to Year 1</u>



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Characteristics of Learning	Prime Areas	Specific Areas
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> ● Playing and exploring- children investigate and experience things, and ‘Have a go’ ● Make choices and explore different materials ● Plan and think ahead ● Guide their own thinking and actions ● Make independent choices ● Bring in own interests ● Respond to new experiences <p>Active learning – motivation</p> <ul style="list-style-type: none"> ● Participate in routines ● Show goal-directed behaviour ● Use a range of strategies to reach a goal ● Begin to correct their mistakes ● Keep on trying <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> ● Making links ● Reviewing progress ● Understanding different perspectives ● Controlling attention 	<p>Communication & Language (English)</p> <ul style="list-style-type: none"> ● Listening and attention and understanding ● Speaking <p>Personal, social, and emotional development (PSHE)</p> <ul style="list-style-type: none"> ● Self-regulation ● Managing self <p>Physical development (PE)</p> <ul style="list-style-type: none"> ● Gross motor skills ● Fine motor skills 	<p>Literacy (English)</p> <ul style="list-style-type: none"> ● Comprehension ● Word reading ● writing <p>Mathematics</p> <ul style="list-style-type: none"> ● Number ● Numerical patterns <p>Understanding of the world</p> <ul style="list-style-type: none"> ● Past & present (History) ● People, culture, and communities (RE/Geography) ● The natural world (Geography/Science) <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Creating materials (Art and D&T) ● Being imaginative and expressive (Music)



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Autumn		
Area of Learning	Nursery	Reception
PRIME Personal, Social and Emotional Development <ul style="list-style-type: none"> Self-regulation Managing self Building relationships 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.
PRIME Communication and Language <ul style="list-style-type: none"> Listening and attention and understanding Speaking 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.
PRIME Physical Development <ul style="list-style-type: none"> Gross motor skills Fine motor skills 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. <ul style="list-style-type: none"> Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> 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 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
SPECIFIC Literacy <ul style="list-style-type: none"> Comprehension Word reading writing 	<ul style="list-style-type: none"> 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 - page sequencing Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.

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<p>SPECIFIC Maths</p> <ul style="list-style-type: none"> ● Number ● Numerical patterns 	<ul style="list-style-type: none"> ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Recite numbers past 5. ● Say one number for each item in order: 1,2,3,4,5. ● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') ● Show 'finger numbers' up to 5. ● Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Link the number symbol (numeral) with its cardinal number value ● Count beyond ten.
<p>SPECIFIC Understanding the World</p> <ul style="list-style-type: none"> ● Past & present ● People, culture, and communities ● The natural world 	<ul style="list-style-type: none"> ● Use all their senses in hands on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Show interest in different occupations. ● Explore how things work. ● Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Understand that some places are special to members of their community. ● Explore the natural world around them ● Describe what they see, hear and feel whilst outside.
<p>SPECIFIC Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Creating materials ● Being imaginative and expressive 	<ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ● Explore different materials freely, in order to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Listen with increased attention to sounds. 	<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody.

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Spring		
Area of Learning	Nursery	Reception
PRIME Personal, Social and Emotional Development <ul style="list-style-type: none"> Self-regulation Managing self Building relationships 	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
PRIME Communication and Language <ul style="list-style-type: none"> Listening and attention and understanding Speaking 	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.
PRIME Physical Development <ul style="list-style-type: none"> Gross motor skills Fine motor skills 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

<p>SPECIFIC Literacy</p> <ul style="list-style-type: none"> ● Comprehension ● Word reading ● writing 	<ul style="list-style-type: none"> ● Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - ● recognise words with the same initial sound, such as money and mother ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. ● Write some or all of their name. 	<ul style="list-style-type: none"> ● Read a few common exception words matched to the school's phonic programme ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s.
<p>SPECIFIC Maths</p> <ul style="list-style-type: none"> ● Number ● Numerical patterns 	<ul style="list-style-type: none"> ● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ● Solve real world mathematical problems with numbers up to 5. ● Compare quantities using language: 'more than', 'fewer than'. ● Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ● Understand position through words alone – for example, "The bag is under the table," – with no pointing. ● Describe a familiar route. ● Discuss routes and locations, using words like 'in front of' and 'behind' ● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc ● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. 	<ul style="list-style-type: none"> ● Compare numbers. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns.
<p>SPECIFIC Understanding the World</p> <ul style="list-style-type: none"> ● Past & present ● People, culture, and communities ● The natural world 	<ul style="list-style-type: none"> ● Talk about what they see, using a wide vocabulary. ● Begin to make sense of their own life-story and family's history. ● Plant seeds and care for growing plants. ● Explore and talk about different forces they can feel. ● Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> ● Compare and contrast characters from stories, including figures from the past. ● Draw information from a simple map. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Understand the effect of changing seasons on the natural world around them. ● Create collaboratively, sharing ideas, resources and skills. ● Watch and talk about dance and performance art, expressing their feelings and responses.
<p>SPECIFIC Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Creating materials ● Being imaginative and expressive 	<ul style="list-style-type: none"> ● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ● Explore colour and colour mixing. ● Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> ● Create collaboratively, sharing ideas, resources and skills. ● Watch and talk about dance and performance art, expressing their feelings and responses.

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Summer		
Area of Learning	Nursery	Reception
PRIME Personal, Social and Emotional Development <ul style="list-style-type: none"> Self-regulation Managing self Building relationships 	<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.
PRIME Communication and Language <ul style="list-style-type: none"> Listening and attention and understanding Speaking 	<ul style="list-style-type: none"> Use a wider range of vocabulary. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
PRIME Physical Development <ul style="list-style-type: none"> Gross motor skills Fine motor skills 	<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
SPECIFIC Literacy <ul style="list-style-type: none"> Comprehension Word reading writing 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.
SPECIFIC Maths <ul style="list-style-type: none"> Number Numerical patterns 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones - an arch, a bigger triangle etc. Make comparisons between objects relating to size, length, weight and capacity. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Compare length, weight and capacity



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<p>SPECIFIC Understanding the World</p> <ul style="list-style-type: none"> • Past & present • People, culture, and communities • The natural world 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.
<p>SPECIFIC Expressive Arts and Design</p> <ul style="list-style-type: none"> • Creating materials • Being imaginative and expressive 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

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End of Reception- Early Learning Goals						
Personal, Social and emotional development			Physical development		Communication and language	
Self-regulation	Managing self	Building relationships	Fine motor	Gross motor	Listening, attention & understanding	Speaking
<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</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; - 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.</p>	<p>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</p>

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End of Reception- Early Learning Goals									
Literacy			Maths		Understanding the World			Expressive Arts and Design	
Comprehension	Word reading	Writing	Number	Numerical Patterns	Past & Present	People, culture and communities	The natural world	Creating with materials	Being imaginative and expressive
- 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.	- 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.	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.	Have a deep understanding of number to 10, including the composition of each number; 14 - 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.	- 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.	- 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.	- 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.	- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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	- 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.	- 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