

Weston Infant Academy Curriculum Overview - Nursery

This is a working document that reflects our plans and our journey through them throughout the year as we adapt our ideas to follow our interests and learning needs.

Nursery Overview 2023-2024	Autumn 1 All About Me Autumn	Autumn 2 Celebrations Winter	Spring 1 Nursery Rhymes	Spring 2 Jobs Spring	Summer 1 Growing	Summer 2 Traditional Tales Summer
High Quality Text Autor Focus and Additional favourites	Rainbow Fish Goat goes playgroup Maisy goes to Nursery Betsy Starts School Sharing a Shell Room on the Broom Autumn Poem- 'Misty' 5 little leaves Head, Shoulders, Knees and Toes If you're happy and you know it The Dot	Peace Lily Diwali (non-fiction) One Snowy Night – Nick Butterworth Stickman – Julia Donaldson Wild Weather (poem) Shirley Hughes Introduction to the Monster books (Monster Phonics Scheme – Meet the Monsters)	Linked to Monster phonics Books: Incy Wincy Spider Hickory Dickory Dock The Garnd of Duke of York Twinkle Twinkle Here we go round the Mulberry Bush Queen of Hearts Guess how much I love you – Sam McBratney	Linked to Monster Phonics books: Heads, Shoulders Knees and Toes Down in the Jungle Down at the station Wheels on the us If you're happy and you know it Spring Greens (Poem) – Shirley Hughes	Oliver's Fruit Salas What the Ladybird Heard Jack and the Beanstalk The Very Hungry Caterpillar The Tiny Seed Bean Diary (non-fiction) Summer Numbers (Poem) Shirley Hughes	Monster Phonics Books: The Enormous Turnip Goldilocks and the Three Bears Three Billy Goats Gruff The Gingerbread Man Percy the Parkeeper – The Secret Path
Cultural Capital Memorable Moments & Enrichment Focuses	Story time Self portraits Hand prints Making new friends Learning new routines and boundaries Feeling comfortable in our setting Changing seasons Hibernating animals Exploring pumpkins, carving and decay	Secret Storyteller Damian Hirst inspired firework art Theatre company visit Walking to post office – letters to Santa Release the frozen characters Winter walks and wellies Children in Need Remembrance Day	Internet Safety Day Hatching ducks Bug hunts – Park Hall Valentines Day – Making Queen's Tarts	Mothers' Day Farm Trip Easter Bonnet Parade Easter Egg Hunt Spring walk	Butterflies hatching Planting beanstalks Tasting different Fruit Jackson's nurseries expert visit	Making gingerbread men Making Porridge Meeting a parkeeper Summer fun day
<i>Weston Values</i>	Wellbeing and confidence	Empathy and Respect	Strength and Resilience	Tolerance and Trust	Openess and Honesty	Neighborhood and Community

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Assessment Opportunities	Stoke Speaks Out communication screen Monster Phonics Assessments Development Matters Baseline EYFS team meetings Supported play throughout the sessions.	EYFS team meetings Autumn data onto Arbor Pupil progress meetings with SLT Monster Phonics Assessment Point	Analysis of Autumn data EYFS team meeting Monster Phonics Assessment Point	EYFS team meetings Pupil progress meetings with SLT Spring summative data onto Arbor Monster Phonics Assessment Point	Analysis of Spring Data EYFS team meetings Monster Phonics Assessment Point	Pupil progress meetings with SLT EYFS team meetings Summer summative data onto Arbor End of year reports to parents Monster Phonics Assessment Point
Parental Involvement	Dojo communications set up and used daily Introduction to reading records and monster phonics books – video shared. Meet the teacher meeting New to Nursery settling in sessions Home/ Previous setting visits (Completed Summer term for new children)	Dojo communications set up and used daily Monster Phonics Reading Records EYFS Nativity production Pupil Reports shared Parents Evening Parents craft afternoon	Dojo communications set up and used daily Monster Phonics Reading books	Dojo communications set up and used daily Monster Phonics Reading Record Pupil Reports shared Parents Evening Easter Bonnet Parade	Dojo communications set up and used daily Monster Phonics Reading Record	Dojo communications set up and used daily EYFS Summer celebration School reports/profiles Optional drop-in parents evening Monster phonics reading records
Tier 2 Vocabulary	Me Nursery School Teacher Season	Celebrate Christmas Diwali Season Cold	Rhyme Sing Listen Repeat Song	Job Work Help People Season	Grow Big Small Animal Plant	Story Monster Season Holiday Sun
Tier 3 Vocabulary	Autumn Children’s Names Teacher’s Names Star Friend	Frost Decorate Belief Winter Light	Spider Clock Hill Mulberry Bush Queen	Spring Doctor Train Driver Vehicle Zookeeper	Butterfly Caterpillar Change Baby Beanstalk	Once upon a time Monster Phonics Monster’s names Hot Weather

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<p><u>Communication and Language</u> <i>C&L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions , EYFS productions & assemblies.</i></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Follow a simple instruction Listen to a short story Focus at an activity for a short period of time. Join in with some familiar songs/rhymes.</p>	<p>Sharing my likes and dislikes with my friends Talking about my family Talking about birthdays, sharing my ideas and experiences. Learning vocabulary related to experiences.</p>	<p>Maintains attention, concentrating in a small group/ whole class learning . Able to listen and complete activities for short periods of time. Listening to stories without pictures/props. Joining in singing nursery rhymes, including adding actions.</p>	<p>Respond to 2 part instructions. Listens well to ideas expressed by peers. Uses language to imagine and recreate roles .</p>	<p>Uses past, present and future tense in relation to plants growing. Talking about their own history – ordering numbers and birthday cards.</p>	<p>Uses talk to help organise thinking and clarify ideas, feelings, events. Introduce narrative to their play. Sing along to songs for EYFS summer celebration.</p>

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Personal, Social & Emotional Development Managing Self, Self Regulation & Building Relationships	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , 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 children can achieve at school and in later life .					
	Begin to adapt to my new nursery setting. Start to understand and follow some nursery rules and routines. Select activities with help.	Children explore activities with more confidence and curiosity Play with peers showing increasing confidence Develops friendships with other children Select and use activities and resources Grow in independence rejecting help Increasingly able to talk about and manage their emotions Develop a sense of responsibility	Increasingly follow rules Finds solutions to conflicts Remembers rules without an adult needing to remind them Develop appropriate ways of being assertive Talks about their feelings using words happy, ad, angry, worried	Understand why rules are important Talks with others to solve conflicts Understands gradually how others might be feeling Makes healthy choices about food, drink, activity and toothbrushing	Sees themselves as valuable individuals Builds constructive and respectful relationships Expresses their feelings and the feelings of others	Manages their own needs including toileting and hygiene (hand washing) Begin to zip up own coat without support. Know and talk about the different factors that support their overall health and wellbeing
	<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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<p>Physical Development</p> <p>Fine Motor</p> <p><i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p> <p>&</p> <p>Gross Motor</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.</p>					
	<p>Make my way to nursery independently using the stairs correctly. Use large muscle movements to express myself. Start eating independently and begin to learn how to use a knife and fork (scooping, supporting) Explore different natural materials and tools for mark making including sponges, hand held paint brushes, rubber ended paintbrushes. Hold a pencil (fisted grip) to make marks. Begin to do up my own large buttons. Show a preference for a dominant hand</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet (large playground equipment.) Stand on one leg and hold a pose for a game like musical statues. Turn the pages in a book carefully. Use large-muscle movements to wave flags and streamers. Show an increasing desire to be independent, such as wanting to feed themselves Use the pincer grasp between fingers and thumb to pick up small beads/objects. Dough gym and funky fingers daily activities.</p>	<p>Develop strong core muscles by experimenting with different movements such as bending, stretching, crouching. Continue to develop skills such as riding, scooting when using outdoor equipment. Begin to travel around the outdoor area safely when running, jumping, climbing Daily rhymes and dance movements to support, shoulder and elbow pivots. Use one-handed tools and equipment, for example, making snips in paper with springed scissors. • Use a comfortable grip with good control when holding pens and pencils..</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) 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. 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.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including taking part in races.</p>	<p>• 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, short paintbrushes, smaller springed 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. 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. Begin to look at control when throwing, catching rolling balloons.</p>

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<p>Literacy</p> <p>Word Reading, Comprehension & Writing</p> <p><i>We use the Monster Phonics scheme to teach early reading and segmenting to spell. Literacy will be reinforced through challenge & enhancements in the Continuous Provision</i></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words</p> <p>Enjoy drawing freely.</p>	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Begin to generally discriminate different sounds including environmental and instrumental sounds.</p>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Make marks on their picture to stand for their name (recognise important prints to me)</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Begin to distinguish between different vocal sounds in order to begin the process of blending and segmenting orally.</p>	<p>Begins to write some or all of their name.</p> <p>Begins to write some letters accurately.</p> <p>Begin to orally blend and segment simple CVC words, particularly those within the oral blending and segmenting section of the Monster phonics scheme.</p>	<p>Write some familiar letters accurately.</p> <p>Reads individual letters by saying the sounds for them, in particular those taught within pre-phase 2 of the Monster Phonics scheme.</p>

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<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						
<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Number & Numerical Patterns</p> <p><i>These skills will be revisited and supported through challenge & enhancements within the Continuous Provision</i></p> <p style="text-align: center;">-</p>	<p>Experiment with different shapes to create a structure/picture.</p> <p>I experiment with marks and symbols, which may represent numerals and shapes.</p> <p>I can understand a few key positional language words such as "on" for "coat on the peg"</p>	<p>Begin to orally count in rote when moving around the classroom (to 3).</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develops fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and identifies the patterns around them. Uses informal language like 'pointy', 'spotty', 'blobs', etc. 	<p>*Talks about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing • Solve real world mathematical problems with numbers up to 5. 	<p>*Notice and correct an error in a repeating pattern.</p> <ul style="list-style-type: none"> • Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Makes comparisons between objects relating to size, length, weight and capacity. • Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc • Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> • Describes a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. <p>*Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>

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<p><u>Understanding the World</u></p> <p>Past & Present, People, Culture & Communities & The Natural World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. 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>Notice and talk about things I see - extending my vocabulary.</p> <p>Begin to talk about my own family.</p> <p>Repeats actions that have an effect.</p> <p>Explores materials with different properties.</p> <p>Explore natural materials, indoors and outside, including those relating to the season of Autumn.</p> <p>Make connections between the features of their family and other families.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Notice differences between people, including that people celebrate different things at different times of year.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about celebration that they have shared in their own life (past)</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history.</p> <p>Begin to show an awareness that some animals hatch from eggs (hatching ducks)</p> <p>Begin to show an awareness of how to look after living things.</p>	<p>Show interest in different occupations such as vets, .</p> <p>Explore and talk about different forces they can feel when looking at modes of transport and how they are used by people in different professions.</p> <p>Talk about the differences between materials and changes they notice when building in the builders yard roleplay.</p> <p>Continue to discuss what animals need when exploring the job role of a zoo keeper.</p> <p>Talk about beliefs of children when discussing why some Christians celebrate Easter and how individual children celebrate in both religious and non-religious ways.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants, thinking about what a plant needs to survive.</p> <p>Continue to develop their vocabulary when discussing what they can see and observe both in and out of the classroom.</p> <p>Gain an understanding of life cycles when observing metamorphosis of caterpillars into butterflies.</p> <p>Begin to think about things that have happened in their life – counting birthdays and briefing relating this to “the past.”</p>	<p>Continue developing positive attitudes about the differences between people in different countries.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos when thinking about holidays that they have been on (past) or are going to go on (future)</p> <p>Express an opinion of where they would like to go on holiday and why.</p>

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Expressive Arts & Design Creating with Materials & Being Imaginative & Expressive -	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. 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>Explore paint, using fingers and other parts of their bodies as well as chunky hand held brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs, such as those throughout the school day (tidy up song, lining up song)</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Join in with songs and rhymes, making some sounds</p> <p>Begin to recognize that objects are different colours and name some of these.</p>	<p>Use their imagination as they consider what they can do with differently.</p> <p>Listen with increased attention to sounds</p> <p>Make simple models which express their ideas, with some support in joining materials together.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Begin to develop more complex stories using small world equipment.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Begin to explain what they have made or created and how they have done it, using artistic vocabulary such as “paint, stick, cut”</p> <p>Begin to explore molding and sculpting play doh through rolling, pinching, stretching.</p>	<p>Draw with increasing complexity and detail when drawing people in different occupations, such as representing a face with a circle and including details</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials more independently.</p> <p>Explore and discuss the different texture of materials, expressing opinions and similarities to other objects.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. to draw a self portrait and a portrait of someone else.</p> <p>Look at the work of Frida Kahlo to inspire self portraits.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises., beginning to use pencils and crayons in a grip to gain more control.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas – shaking a tambourine in time to a song for the EYFS summer celebration.</p>