

Latchford St James CE Primary School

Nursery Curriculum

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| **Characteristics of Effective Learning ……** *to be embedded through all areas of learning* **…** *creating powerful learners and thinkers* | | |
| **Playing & Exploring** | * Realise that their actions have an effect on the world, so they want to keep repeating them. * Plan and think ahead about how they will explore or play with objects. * Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”* * Make independent choices. * Do things independently that they have been previously taught. * Bring their own interests and fascinations into early years settings. This helps them to develop their learning. * Respond to new experiences that you bring to their attention. |
| **Active Learning** | * Participate in routines, such as going to their cot or mat when they want to sleep. * Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.* * Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.* * Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.* * Keep on trying when things are difficult. |
| **Thinking and Creating Critically** | * Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.* * Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.* * Review their progress as they try to achieve a goal. Check how well they are doing. * Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.* * Use pretend play to think beyond the ‘here and now’ and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”* * Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. * Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. |

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| **Age Related Expectations \*Teaching and learning to be differentiated through short term planning, driven by assessment**  **Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **All About Me** | **Let’s Explore Outside** | **Animals in cold places** | **Animals in hot places** | **Growing and Changing** | **Near and Far** |
| **Planning around a quality text:** | Happy to Be Me: Amazon.co.uk: Dodd, Emma: 9781408355695: BooksPete the Cat: I Love My White Shoes : Litwin, Eric, Dean, Kimberly, Dean,  James: Amazon.sg: Books | WOW Said the Owl: A First Book of Colours (Board book)Percy the Park Keeper — HIDE-AND-SEEK!: A fun, new illustrated board book  with felt flaps, perfect for babies and toddlers (Percy the Park Keeper) :  ... | Bear Snores On: Amazon.co.uk: Wilson, Karma, Chapman, Jane: 9780743462099:  Books | Monkey and Me : Gravett, Emily: Amazon.co.uk: Books Dear Zoo: The Lift-the-flap Preschool Classic: Amazon.co.uk: Campbell, Rod:  9781529074932: Books | Jasper: Jasper's Beanstalk It's Mine! Book Review | Oh! Look, a Boat!Car, Car, Truck, Jeep (New Nursery Rhymes) |
| **Calendar of Events:** | * 23rd September – International Day of Sign Languages * 4th October – Space Week * 5th October – Harvest Festival * 10th October – World Mental Health Day * 20th October – Diwali | * 5th November – Bonfire Night * 9th November – Remembrance Sunday * 10th November – World Nursery Rhyme Week * 13th November – World Kindness Day * 16th November – Road Safety Week * 17th November – Anti-Bullying Week * 11th December – Christmas Jumper Day * 14th - 22nd December – Hanukkah * 25th December – Christmas Day | * 10th February – Safer Internet Day * 14th February – Valentine’s Day * 17th February – Lunar New Year * 17th February – Shrove Tuesday * 18th February – Ash Wednesday | * 1st March – St David’s Day * 15th March – Mother’s Day * 17th March – St Patrick’s Day * 19th March – Eid al-Fitr | * 22nd April – Earth day * 23rd April – St George’s Day * 4th May – May Day * 11th May – Mental Health Awareness Week * 26th May – Eid al-Adha | * 21st June – Father’s Day * Sports Week - TBC |

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|  | **Autumn** | **Spring** | **Summer** |
| **Latchford Bucket List** | Explore mixing colours  Have a party and join in with dancing  Do leaf rubbing pictures  Wear wellies and splash in puddles  Explore finger painting  Make a friendship bracelet  Bake fairy cakes  Prepare their own snack | Attend a school trip  Draw outside using chalk  Make a den  Visit the library  Go on a coach  Learn and perform a nursery rhyme  Play hopscotch  Learn how to play a board game, taking turns | Grow caterpillars into butterflies  Plant seeds and watch them grow  Make a bird feeder  Go on a nature scavenger hunt  Build a sandcastle  Make ice lollies  Blow bubbles in the sunshine  Visit our Church  Go for a picnic |

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|  | **Autumn** | **Spring** | **Summer** |
| **Personal, Social and Emotional Development** | **Self-Regulation:**  Begin to talk about their feelings using words like ‘happy’, ‘sad’  Begin to show ‘effortful control’  Begin to show awareness of how others might be feeling  Begin to recognise that some actions can hurt the feelings of others  With support begin to find solutions to some conflicts  **Managing Self:**  Show an interest in a range of experiences indoors and outdoors  Begin to select and use continuous provision resources, with help when needed  Begin to (with support) follow classroom rules  Begin to develop independence within self-care routines  **Building Relationships:**  Begin to play with one or more other children  Begin to see themselves as part of a community – nursery class | **Self-Regulation:**  Talk about their feelings using words like ‘happy’, ‘sad’ and begin to other words e.g. frustrated, scared, pleased  With support begin to understand and talk about how others might feel and the reasons why  With support begin to talk with others to resolve conflicts  Begin to help to find solutions to conflicts and rivalries.  **Managing Self:**  Begin to select and use activities & resources to achieve a set goal  Settle to an activity of choice for some time  Increasingly follow classroom routines and rules, with reduced practitioner guidance.  Develop independence within self-care routines  **Building Relationships:**  Play with one or more other children  Take part in pretend play with one or more children  See themselves as part of a community, talk about own family/ nursery class  Begin to share and take turns  Begin to extend and elaborate play ideas | **Self-Regulation:**  Talk about their feelings using a range of words e.g. I am proud, worried, brave etc.  Begin to understand how others might be feeling  Help to find solutions to conflicts and rivalries, suggesting some ideas  Develop appropriate ways to be assertive e.g. turn taking/ sharing resources in provision or through stories.  **Managing Self:**  Select and use activities and resources with developing independence, to achieve own set goal (familiar and new)  Introduce one weekly challenge  Increasingly follow rules and understand why they are important  Engage in sustained learning within activity of choice  Be increasingly independent in meeting own care needs  Make healthy choices about food, drink, activity and toothbrushing  **Building Relationships:**  Play with one or more children, extending and elaborating play ideas, adult-led and child-initiates  Develop a sense of responsibility and membership of a community e.g. begin to talk about school, moving to Reception  Become more outgoing with unfamiliar people in the safe context of their setting e.g. transition visits in to Reception  Show more confidence in new social situations |

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|  | **Autumn** | **Spring** | **Summer** |
| **Communication and Language** | **Listening, Attention and Understanding**  Begin to understand simple questions - ‘who’, ‘what’ and ‘where’  Enjoy listening to stories and begin to remember some key events  Pay attention to one thing at a time across the day  Follow an instruction with one part  Begin to understand some ‘why’ questions related to own experiences  **Speaking**  Begin to use a wider range of vocabulary, linked to daily routine / theme  Begin to learn new rhymes / songs and develop a repertoire  Continue to develop use of different tenses, not always correct  Begin to use longer sentence of 4/5 words  Begin to use talk to organise selves/ play  Begin to talk about a familiar book  Start a conversation with an adult/ friend  Begin to use talk to organise selves/ play | **Listening, Attention and Understanding**  Understand simple questions - ‘who’, ‘what’ and ‘where’  Understand some ‘why’ questions within child-initiated play/ story time  Enjoy listening to stories and remember some key events  Begin to shift attention from one thing to another when needed / given a prompt  Begin to follow a two-part instruction  Begin to listen to others in a small group with support  Begin to show an understanding of prepositions  **Speaking**  Begin to use a wider range of vocabulary, linked to routine/ theme / text  Continue to learn new rhymes / songs and develop a repertoire  Sing a range of rhymes/ songs as part of a group  Continue to develop use of different tenses, not always correct, use longer sentence of 4/6 words and use talk to organise selves/ play  Begin to join sentences using ‘and’  Begin to express a point of view – likes and dislikes  Begin to retell a simple past event in the correct order | **Listening, Attention and Understanding**  Enjoy listening to longer stories (with increased attention), recalling key events in sequence  Shift attention from one thing to another with prompt  Understand and follow two-part instruction  Use a wider range of vocabulary linked to: text / topic and daily routines  Understand an instruction with two parts linked to outdoor routines / experiences  Understand and confidently respond to simple ‘why’ questions.  Understand who/ what/ where questions  Show an understanding of some prepositions  **Speaking**  Talk about familiar books and tell a longer story  Sing large repertoire of songs  Talk about past events and begin to develop accuracy with the use of tenses.  Begin to use longer sentences of 4 / 6 words  Begin to join words and phrases using and / or / because / but  Use talk to organise themselves and their play  Start a conversation with others and continue it for many turns  Express a view point |

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Physical Development** | ***Gross Motor Development***  Continue to develop movement skills of walking and running  Continue to develop climbing skills – use stairs using alternative feet/ support with exploring climbing frame  Continue to develop balancing skills at a low level  Begin to learn to hop  Continue to develop riding skills – scooter/ bikes/ start/ stop  Continue to develop ball skills  Begin to use large-muscle movements to wave flags and streamers and mark make  ***Fine Motor Development***  Begin to show a preference for a dominant hand  Begin to learn to use a knife and fork  Begin to get dressed independently for outdoor learning  ▪Use some one-handed tools and equipment e.g. *jugs for pouring*  ▪Begin to hold pens/ pencils with a comfortable grip  ▪Make vertical and horizontal lines – Beery Shapes | | ***Gross Motor Development***  Continue to develop movement skills of walking and running  Continue to develop balancing skills  Continue to develop climbing skills  Learn to hop  Begin to learn to skip  Continue to develop riding skills – scooter/ bike/ speed  Continue to develop ball skills  Use large-muscle movements – circular movements/ cross the mid-line  Begin to remember some sequences and patterns of movement related to music and rhythm  Begin to take part in some group team activities  Choose the right resource to carry out chosen plan  Begin to collaborate with others to manage large items  ***Fine Motor Development***  Show preference for a dominant hand  Continue to learn to use a knife and fork  Increase independence getting dressed and undressed  Use a range of one-handed tools and equipment e.g. writing / mark making tools, scissors  Continue to develop a comfortable grip with good control when holding pens/pencils | | ***Gross Motor Development***  Begin to refine movements of walking and running – avoiding obstacles/ changing direction  Refine climbing and balancing skills  Learn to skip  Continue to develop riding skills – stop/ start/ speed  Continue to develop ball skills  Use large-muscle movements – crossing the mid-line  Remember some sequence and patterns of movement related to music and rhythm e.g. hop, stop, jump, stop  Take part in some group team activities – sports day  Match developing physical skills to tasks and activities in setting – digging, walking with wheelbarrow/ watering  Choose the right resource to carry out chosen plan e.g. den building/ obstacle courses  Collaborate with others to manage large items  ***Fine Motor Development***  Show preference for a dominant hand  Use a range of one-handed tools with dominant hand  Eat independently using a knife and fork  Be increasingly independent getting dressed and undressed  Use a comfortable grip with good control when holding pens and pencils | |
| **PE – Get Set 4 PE** | **Introduction to PE – U1**  Develop an awareness of basic principles of PE: finding a space, freezing on command, using and sharing equipment and working individually, with a partner and group.  Develop fundamental movement skills: running, jumping and skipping. | **Fundamentals – U1**  Develop fundamental skills: balancing, running, changing direction, jumping, hopping and travelling.  Develop gross motor skills through a range of activities.  Understand how to stay safe using space, follow rules and instructions and working independently and with a partner. | **Ball Skills – U1**  Develop fundamental ball skills: rolling, receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.  Develop fine and gross motor skills through a range of game play with a variety of equipment.  Work independently and with a partner. | **Dance – U1**  Explore space and how to use space safely.  Explore travel movements, shapes and balances.  Copy, repeat and remember actions.  Perform to others and begin to provide simple feedback. | **Games – U1**  Develop understanding of playing games.  Develop fundamental movement skills through games.  Learn how to score and play by the rules, work with a partner and begin to understand what a team is. | **Gymnastics – U1**  Explore creating shapes, balances, jumps and begin to develop rocking and rolling.  Show an awareness of space and perform basic skills on the floor and apparatus.  Copy, create, remember and repeat short sequences.  Begin to use levels and directions when travelling and balancing. |

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|  | **Autumn** | **Spring** | **Summer** |
| **Literacy** | **Comprehension**  Enjoy sharing a book with an adult – fiction and non-fiction  **Word Reading**  Begin to understand some of the five key concepts about print.   * Handle books carefully and correctly * Name some book parts e.g. front cover, back cover, page, title * Print has meaning – familiar logos * Understand print is read left to right   Begin to read own name with visual support  Rhyme time and settling children into setting routines.  Initial sounds: s a t p i n m  **Writing**  Make marks on picture to represent name  Add some marks to their drawings, which they give meaning to  Begin to attempt to write name with some recognisable letters – first letter  Begin to understand that own marks represent meaning | **Comprehension**  Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary  **Word Reading**  Continue to develop an understanding of the five concepts about print.   * Handle books carefully and correctly * Name some book parts e.g. title/ blurb * Print has meaning – recognise new logos * Understand print is read left to right * Begin to understand what a word/ letter is   Initial sounds: d g o c k e u r h b f l  **Writing**  Add some marks to their drawings, which they give meaning to.  Begin to use some print/letter knowledge in writing e.g. symbols - lines, circles/ recognisable letters/ left to right & top to bottom  Begin to engage in purposeful mark making  Attempt to write name with some recognisable letters, using name card, some letters correctly formed | **Comprehension**  Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary  **Word Reading**  Use the five concepts about print.   * Identify a word in a sentence and understand it carries meaning * Identify a letter in a word * Name parts of a book and show awareness of page number * Continue to develop an understanding of word/ letter * Follow print from left to right/ top to bottom   Read own name in a variety of fonts/ contexts  Initial sounds: j v w y z qu ch sh th  End sounds: x ng nk  **Writing**  Read and write own name from memory, with correct letter formation  Engage in purposeful early writing e.g. write name on plant pots  Use knowledge of print/ letter knowledge in writing – left to right/ top to bottom, recognisable letters |

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|  | **Autumn** | **Spring** | **Summer** |
| **Mathematics** | **Number**  Begin to recite numbers to 5 in the correct order.  Explore 1:1 correspondence.  Begin to say one number for each item to 3.  **Numerical Patterns**  Begin to compare quantities.  Notice, identify and talk about patterns around them.  Begin to copy and talk about a pattern.  **Shape, Space and Measure**  Begin to select shapes for appropriate tasks.  Begin to talk about shapes.  Make comparisons between objects using appropriate vocabulary e.g. big, small, bigger, smaller.  Understand positional language within daily routine e.g. in, on, under.  Begin to understand the language of time within the daily routine. | **Number**  Recite numbers to 5 e.g. through number rhymes, counting objects and using fingers to represent numbers.  Subitising to 1 and 2 and sometimes 3  Begin to count up to sets of 5 objects.  Use some number names in play with some accuracy.  Begin to represent numbers with marks.  **Numerical Patterns**  Begin to compare quantities using more than/ fewer than.  Sort and match objects accordingly e.g. size/ shape  Name and talk about patterns.  Continue and talk about a pattern.  **Shape, Space and Measure**  Select shapes appropriately in a range of contexts.  Begin to combine shapes to make new ones.  Talk about shapes  Make comparisons between objects using appropriate vocabulary e.g. bigger, smaller, taller.  Understand positional language.  Begin to use some language of time within daily routine e.g. morning, afternoon, night time.  Begin to describe a familiar route.  Begin to describe a sequence of events e.g. first, next. | **Number**  Recite numbers past 5.  Count backwards from 5.  Show ‘finger numbers’ up to 5.  Join in with a range of number rhymes to 5 using props and fingers.  Subitise to 3.  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)  Link numerals and amounts up to 5.  Experiment with own symbols and marks as a well as numerals.  Solve real world mathematical problems with numbers to 5.  **Numerical Patterns**  Extend and create ABAB patterns  Compare quantities using language: more than and fewer than.  What comes before/ after? – numbers to 5.  Composition of 3, 4 and 5.  **Shape, Space and Measure**  Understand and use positional language  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately e.g. flat surfaces for building, triangular prism for roof etc.  Combine shapes to make new ones  Talk about 2D shapes using some correct vocabulary.  Explore £D shapes and begin to talk about some of their properties. |

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|  | **Autumn** | **Spring** | **Summer** |
| **Understanding the World** | **Past and Present**  Understand and follow daily routine with the use of visual timetable  Begin to predict what might happen next within daily routine e.g. morning and afternoon  Begin to develop an understanding of special events that don’t happen everyday e.g. harvest festival  Begin to make sense of their own life history – when I was a baby, family members, birthday, special celebrations  Explore family history - begin to understand that their siblings/ parents were once babies.  **People, Culture and Communities**  Continue to develop a sense of awareness – likes/ dislikes  Begin to make connections between features of their family and other families  Begin to show an interest in different occupations e.g. doctor, dentist, park keeper, gardener, site manager  Begin to notice and develop positive attitudes about the differences between people  Begin to develop an awareness of special times/ events/ celebrations e.g. Diwali/ Christmas  **The Natural World**  Begin to use some of their senses in hands on exploration of natural materials  Begin to explore collections of materials with similar and/or different properties  Talk about what they see, beginning to use a wider vocabulary  Identify and name body parts and the use of some body parts  Name and talk about pets and match adult to baby  Begin to explore different animal habitats linked to autumn  Begin to develop an awareness of the different seasons and the need for different clothing  Begin to develop their curiosity and interest in weather.  Begin to understand the need to respect and care for natural environment – outdoor space  Explore how familiar things work  Explore different forces and begin to use language of push and pull | **Past and Present**  Begin to develop an understanding of special events that don’t happen everyday and some days are different from other days e.g. birthday/ special day  Begin to develop vocabulary of time in the context of daily routines e.g. day/night, later, next, after  Begin to use sequencing vocabulary e*.g. before, next, after, end*  Begin to develop an awareness of past significant events e.g. nativity play/ Autumn walk  Continue to make sense of their own life history – when I started nursery/ special events e.g. Christmas  **People, Culture and Communities**  Continue to develop an awareness of self  Begin to make connections between the features of their family and other families  Continue to develop positive attitudes about the differences between people  Continue to show an awareness in different occupations e.g. vet, zoo keeper, farmer  Continue todevelop an awareness of special times/ events/ celebration  Begin to develop an awareness of special places  **The Natural World**  Talk about what they see, continuing to use a wider vocabulary  Begin to understand the need to respect and care for the natural environment  Develop curiosity, experience and talk about different weather  Continue to develop an awareness of the different seasons and identify some key features – Winter, snow, ice, Spring growing  Begin to know that there are different places in the world  Explore how to keep themselves warm in Winter  Explore animal habitats linked to winter  Begin to develop an understanding of life cycles  Explore different forces they can feel – push/ pull  Begin to use all their senses in hands on exploration of natural materials, developing curiosity  Explore collections of materials with similar and/ or different properties and begin to talk about different properties  Begin to notice how materials change e.g. ice melting | **Past and Present**  Understand and begin to use the vocabulary of time within the context of the daily routine – later/ next/ after  Begin to recite days of the week  Develop an awareness of significant nursery events and recall events  Continue to make sense of their own life history – family trips/ transition visits to Reception  Begin to develop a sense of a ‘long time ago’  **People, Culture and Communities**  Develop an awareness of self  Make connections between the features of their family and other families  Continue to develop positive attitudes about differences between people  Develop an awareness of different special times/ events/ celebration  Develop an awareness of special places  Continue to show an awareness in different occupations and talk about them e.g. emergency services/ shop keepers  Observe and name different types of local transport  **The Natural World**  Use all their sense in hands on exploration of natural materials  Explore collections of materials with similar and/ or different properties and talk about likes/ dislikes and compare  Talk about what they see, using a wider vocabulary  Begin to understand the need to respect and care for all living things  Develop an understanding of life cycles of animals and plants  Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs – family holidays to different places/ countries  Experience and talk about different weather/ seasonal changes  Explore how to keep cool/ safe in sun and summer  Notice how properties of materials change e.g. cold water becomes warm in the sun  Explore and talk about different forces they can feel  Explore mechanical toys and talk about how they move  Explore how vehicles travel on ramps of different gradients  Explore floating and sinking |

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|  | **Autumn** | **Spring** | **Summer** |
| **Expressive Arts and Design** | **Creating with Materials**  Explore colour and recognise red, blue, yellow and green  Explore different materials and textures & begin to develop own ideas about how to use them  Use lines and circles to represent objects  Begin to add more detail to their drawings  Use a range of large tools – foam rollers, sponges, chunky paint brushes, hands/ fingers  Explore and create using playdough – use a range of cutters/ tools  **Expressive Arts and Design**  Begin to take part in pretend play  Begin to create own small world scenes linked to interests  Participate in oral text retelling with actions  Begin to create simple stories using small world  Listen with increased attention to sounds  Sing and remember some simple rhymes and songs  Play instruments with increasing control  Make movements to music | **Creating with Materials**  Explore colour mixing – naming colours  Explore different materials & textures & begin to develop own ideas about how to use them  Create using playdough  Begin to join different materials using glue and tape  Begin to create closed shapes to represent objects  Use drawing to represent ideas  Begin to draw with increasing detail  Begin to show different emotions in drawings e.g. happiness/sadness  **Expressive Arts and Design**  Begin to respond to what they heard, expressing own thoughts / ideas  Take part in pretend play, using objects to represent something else  Participate in oral text retelling with actions linked to focus text  Begin to develop more complex stories using small world  Begin to make imaginative & complex small worlds  Begin to respond to what they have heard, expressing thoughts and feelings  Begin to remember entire simple rhymes / songs  Begin to sing the pitch of a tone sung by another person  Play instruments with increasing control to express their feelings and ideas  Make movements to music | **Creating with Materials**  Explore colour mixing – talking about observed changes  Explore different materials & textures & begin to develop own ideas about how to use them  Create closed shapes with continuous lines and use these shapes to represent objects  Show different emotions in drawings e.g. happiness/sadness  Use printing techniques with increasing independence to makes patterns and pictures  Make a clay form and manipulate it with fingers  Begin to select a paint brush and use a ‘dip, draw, wash and wipe’ technique to keep the paints clean.  **Expressive Arts and Design**  Take part in simple pretend play, use an object to represent something else even though they are not similar  Develop a simple narrative within role play and using small world  Participate in oral text retelling with actions linked to focus text  Listen with increased attention to sounds  Remember and sing entire songs  Sing a pitch of a tone sung by another person  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.  Respond to what they have heard, expressing their thoughts and feelings |