



EYFS Skills Progression

<b>Communication and Language – Nursery</b>			
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Goals</b>
<p>Communicate their needs through gestures, sounds and using pictorial aids e.g. pointing to a drink.</p> <p>Show interest in listening to songs and short stories, and maintain attention with adult support.</p> <p>Follow a simple command with picture aids/gestures, 'sit'</p>	<p>Learn vocabulary associated with their needs and use the correct words alongside gestures and using pictorial aids e.g. pointing to a drink and saying 'drink'.</p> <p>Listen attentively to a song or short story in a small group with visual reminders.</p> <p>Follow a simple command without picture aids. 'sit down'</p>	<p>Begin to use short, simple sentences to communicate their needs e.g. 'I want drink'</p> <p>Begin to listen attentively in a larger group with decreasing adult support.</p> <p>Follow more detailed commands 'sit on the carpet'</p>	<p>Confidently communicate their needs to adults and peers, using questions as necessary, e.g. 'Can I have a drink please?'</p> <p>Listen attentively in a range of situations – one to one, small group and carpet sessions.</p> <p>Follow a two part instruction 'sit down on the carpet, cross your legs'.</p>



EYFS Skills Progression

Communication and Language - Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Listening, Attention and Understanding</b></p> <p>(see comprehension for skills related to listening to stories)</p>	<p>Know how to listen carefully and say why it is important.</p> <p>Listen attentively in small group and whole class discussions.</p> <p>Understand and answer closed questions.</p> <p>Play listening games and say what can be heard.</p> <p>Listen to and follow two step instructions.</p>		<p>Make comments about what they have heard.</p> <p>Understand and answer open ended questions.</p> <p>Have conversations with adults and peers with back and forth exchanges,</p>		<p>Ask questions about what they have heard.</p> <p>Understand question words – who, what, where, why, when and how. Answering questions appropriately.</p> <p>Have conversations with adults and peers with back and forth exchanges when engaged in an activity.</p>	
<p><b>Speaking</b></p>	<p>Talk to familiar adults and peers in the class.</p> <p>Answer the register.</p> <p>Speak in a small group.</p> <p>Answer question in a whole class discussion.</p>		<p>Talk to other familiar adults.</p> <p>Share work/speak in front of a small group.</p>		<p>Talk to unfamiliar adults.</p> <p>Share work/speak in front of the whole class.</p>	



EYFS Skills Progression

	<p>Talk in full sentences.</p> <p>Learn and recall new vocabulary.</p>	<p>Talk in sentences using correct tenses most of the time.</p> <p>Use new vocabulary in different contexts, e.g. retelling stories/role play.</p>	<p>Talk in sentences using correct tenses.</p> <p>Talk in sentences using conjunctions e.g. and, because</p> <p>Use new vocabulary when offering explanations and expressing ideas.</p>
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EYFS Skills Progression

<b>Personal Social and Emotional Development - Nursery</b>			
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Goals</b>
<p>Begin to explore feelings through stories and pictures.</p> <p>Play alone in different areas of provision.</p> <p>Explore the nursery environment.</p> <p>Take off coat when arrive.</p>	<p>With adult support explore how they are feeling.</p> <p>Play alongside children who are accessing the same area of provision (parallel play).</p> <p>Play in a preferred, familiar area with familiar resources.</p> <p>Collect own coat.</p>	<p>Name three main feelings (happy, sad and angry).</p> <p>Whilst playing, share some resources and notice what other children are doing.</p> <p>Willingly try new and unfamiliar activities.</p> <p>Put on coat with support.</p>	<p>Sometimes identify how they are feeling, perhaps describing what it feels like.</p> <p>Play cooperatively in a small group.</p> <p>Independently access and select resources and activities, creating their own challenges and activities.</p> <p>Put on own coat and hat.</p>



EYFS Skills Progression

<b>Personal Social and Emotional Development – Reception</b>						
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Self-Regulation</b>	<p>Name different emotions.</p> <p>Identify how they are feeling and begin to identify other people's emotions.</p>		<p>Talk about how people show emotions.</p> <p>Identify how they are feeling and how to moderate their feelings (going to a calm corner, seeking adult support, doing something they enjoy).</p> <p>Begin to talk about how their actions impact other peoples' emotions.</p> <p>Set simple goals within their play and work towards them.</p>		<p>Use different techniques to moderate and regulate their behaviour.</p> <p>Where their behaviour has impacted on others, begin to understand what to do.</p> <p>Set simple goals and plan how to achieve them.</p>	
<b>Managing Self</b>	<p>Access most areas of provision, and create own challenges and activities.</p> <p>Try new activities, sometimes needing adult encouragement.</p> <p>Know the class rules and why we need them.</p>		<p>Access all areas of provision, including those with unfamiliar resources.</p> <p>Keep trying at something challenging, sometimes asking for adult support.</p> <p>Know when they are following the rules and when they are not.</p>		<p>Show perseverance when challenges occur, including changing approach.</p> <p>Behave in accordance with class rules, the majority of the time.</p>	



EYFS Skills Progression

	<p>Go to the toilet and wash hands independently.</p> <p>Put coat on independently.</p> <p>Change into wellies for outside play.</p> <p>Try new foods – school lunches/food tasting.</p>	<p>Independently dress/undress for activities, e.g. water play.</p> <p>Say which foods are healthy for us.</p>	<p>Use a zip, buttons and buckles.</p> <p>Explain why we need to make healthy food choices/exercise.</p>
<p><b>Building Relationships</b></p>	<p>Seek adult support/comfort when needed from a key adult.</p> <p>Begin to form relationships with all Blossoms adults.</p>	<p>Play with other children to reach a goal.</p> <p>Communicate with all adults and peers.</p> <p>Form friendships and positive attachment to peers/adults.</p> <p>Take turns when sharing equipment with some adult support.</p>	<p>Play collaboratively with other children taking account of each others ideas and compromising.</p> <p>Have key friendships with peers.</p> <p>Take turns independently using taught strategies.</p>



EYFS Skills Progression

Physical Development – Nursery			
Stage 1	Stage 2	Stage 3	Goals
<p>Use gross motor movements to move freely in the outside area.</p> <p>Manipulate malleable materials using their hands, showing some control and accuracy. E.g. ripping paper, squashing playdough.</p>	<p>Use gross motor skills to explore new areas with support and encouragement, e.g. climbing trees in the woods.</p> <p>Explore one handed tools in play, sometimes using two hands to increase control.</p>	<p>Freely explore new areas with different terrain using appropriate gross motor skills confidently.</p> <p>Use one handed tools within their play with purpose, e.g. a spade in sand, or fork in role play.</p>	<p>Explore moving in different ways during their play.</p> <p>Explore simple obstacle courses/climbing equipment showing increasing balance and control.</p> <p>Show preference for a dominant hand, using a comfortable grip when holding pens or pencils.</p> <p>Use scissors to make snips and begin to cut straight lines.</p>



EYFS Skills Progression

Physical Development - Reception						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Gross Motor Skills</b>	<p>Move in different ways – e.g walking, running, jumping.</p> <p>Move round a space, showing awareness of obstacles.</p> <p>Dance to music.</p> <p>Throw and catch a large ball, including hitting a target.</p> <p>Kick a ball.</p> <p>Explore dribbling a ball with feet.</p> <p>Explore simple obstacle courses/climbing equipment.</p>		<p>Move in different ways, with development of skill e.g. hopping, skipping.</p> <p>Move round a space avoiding obstacles and other people.</p> <p>Dance to music, and show ability to follow simple dance moves.</p> <p>Throw and catch a small ball, including hitting a target.</p> <p>Kick a ball to a target.</p> <p>Dribble a ball with feet from one location to another.</p> <p>Travel over, around, under and through obstacle courses/climbing equipment.</p>		<p>Move in different ways to express thoughts and ideas, e.g. move like different animals.</p> <p>Dance to music making choices about movement to match sounds/pitch/tempo.</p> <p>Throw and catch a small ball, involving a partner.</p> <p>Kick a ball forwards and backwards with a partner.</p> <p>Dribble a ball with feet around obstacles.</p> <p>Balance and jump off of obstacle equipment, landing securely.</p>	





EYFS Skills Progression

<p><b>Fine Motor Skills</b></p>	<p>Thread large beads.</p> <p>Use large pegs (e.g. den building)</p> <p>Use a fork and spoon when eating, and explore using a knife.</p> <p>Use scissors to cut paper, holding them correctly.</p> <p>Use large brushes to mark make, e.g. water outside to mark make on fences/sheds.</p> <p>Use playdough tools to cut dough.</p>	<p>Thread small beads.</p> <p>Use small pegs (e.g. washing line/costumes)</p> <p>Use a fork to stab food when eating and begin to move knife backwards and forwards.</p> <p>Hold scissors correctly and cut straight lines/patterns/curves.</p> <p>Use large and small brushes to paint.</p> <p>Use playdough tools with increasing accuracy.</p>	<p>Use paper clips/bull dog clips/treasure tags/paper fasteners.</p> <p>Use a knife and fork to eat food.</p> <p>Holds scissors correctly to cut out shapes and cut various materials.</p> <p>Paint with increasing accuracy using a small brush.</p> <p>Use playdough tools with accuracy and strength in different media, e.g. clay</p>
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EYFS Skills Progression

<b>Literacy - Nursery</b>			
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Goals</b>
<p>Enjoy sharing a story with a familiar adult.</p> <p>Explore books in play.</p> <p>Can hear sounds in the environment (listening walks).</p> <p>Recognise their name peg, using visual prompts for support.</p> <p>Make marks on a large scale (e.g. mops, chalk)</p>	<p>Listen to stories in a larger group.</p> <p>Seek out familiar stories and books during play.</p> <p>Distinguish between sounds in the environment (listening games).</p> <p>Recognise their name from a small selection of names with distinct letters.</p> <p>Make marks on a smaller scale (e.g. whiteboards, paper)</p>	<p>Enjoy listening to stories in a range of situations.</p> <p>Use props/puppets from familiar stories to enhance play.</p> <p>Begin to hear initial sounds of words with objects and pictures as prompts (RWI Nursery Handbook/Silly soup)</p> <p>Start to blend CVC words using visual prompts.</p> <p>Recognise their name from a selection of names with some common letters.</p> <p>Make more refined marks, e.g. lines, circles.</p>	<p>Can talk about a story they have heard.</p> <p>Use elements of familiar stories within their play, including new vocabulary.</p> <p>When asked, give the initial sound of a word.</p> <p>Orally blend CVC words.</p> <p>Recognise their name and begin to write some of the letters of their name.</p> <p>Make marks within their play, with some purpose and meaning (e.g. lines for a shopping list, tally for a score)</p>



EYFS Skills Progression

Literacy - Reception						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	Independently look at books, holding them the correct way and turning pages.	Engage in book time, joining in with repeated phrases and actions.  Begin to answer questions about books read to them.  Use pictures to tell a story.	Begin to answer questions about a book they have heard.  Use elements of stories in their play.	Follow a story without pictures or props.  Answer questions about a book they have heard, including making predictions.  Act out a familiar story in their play.	Begin to answer questions about books they have read.  Use vocabulary that is influenced by their experiences of books.	Answer questions about books they have read.  Retell a story using vocabulary influence by their experiences of books.



EYFS Skills Progression

<p><b>Word Reading</b></p>	<p>Recognise their name.</p> <p><u>RWI Group A</u></p> <p>Read first 16 sounds</p> <p><u>RWI Group B</u></p> <p>Read first 16 sounds and blend orally</p>	<p><u>RWI Group C</u></p> <p>Read all single letter sounds.</p> <p>Read CVC words (word time 1.1 - 1.4) by sounding out (fred talk) and blending.</p>	<p><u>RWI Ditties Photocopy</u></p> <p>Read words using sounds learnt, including digraphs (special friends).</p>	<p><u>Red Ditty Story Books</u></p> <p>Read words using sounds learnt, including CVCC/CCVC words.</p> <p>Read nonsense words using sounds learnt so far.</p> <p>Begin to read captions.</p> <p>Recognise and read red words – I of my to the.</p>	<p><u>Green Story Books</u></p> <p>Read words previously read by sounding out, speedily.</p> <p>Recognise and read additional red words –your said you I he are no.</p> <p>Read captions.</p>	<p><u>Green/Purple Story Books</u></p> <p>Read 6 additional digraphs and read words with these in by sounding out.</p> <p>Read sentences.</p> <p>Recognise and read additional red words – me go baby said put</p>
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EYFS Skills Progression

<p><b>Writing</b></p>	<p>Recognise name, begin to copy.</p> <p>Give meanings to marks made.</p> <p>Attempt to write sounds learnt in RWI sessions.</p>	<p>Copy name.</p> <p>Write initial sounds to represent words.</p> <p>Write letters taught so far.</p>	<p>Write name.</p> <p>Write CVC words using taught sounds.</p> <p>Begin using CVC words to write simple captions.</p> <p>Write recognisable letters, some with correct formation.</p>	<p>Begin to write CCVC/CVC C words spelt phonetically .</p> <p>Write simple captions readable by others, with some finger spaces.</p> <p>Spell some red words correctly – I of my to the.</p> <p>Write recognisable letters of a reasonable size, some with correct formation.</p>	<p>Begin to write longer words spelt phonetically.</p> <p>Write sentences using finger spaces.</p> <p>Spell some red words correctly –your said you I he are no.</p> <p>Write an increasing number of letters with correct formation and of a reasonable size.</p>	<p>Begin to write longer polysyllabic words which are spelt phonetically.</p> <p>To write sentences with finger spaces, sometimes using a capital letter and full stop.</p> <p>Spell some red words correctly – me go baby said put.</p> <p>Write most letters with correct formation and of a reasonable size.</p>
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EYFS Skills Progression

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<b>Mathematics - Nursery</b>			
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Goal</b>
<p>Show an interest in number rhymes.</p> <p>Beginning to show counting like behaviours.</p>	<p>Join in with number rhymes.</p> <p>In play, use numbers in correct order when counting.</p>	<p>Explore counting backwards through number rhymes.</p> <p>In play, count up to 5 objects accurately.</p> <p>Start to recognise groups up to 3.</p>	<p>Confidently sing number rhymes.</p> <p>Count up to 5 with accurate one to one correspondence, understanding the cardinal principle.</p> <p>Begin to count beyond 5.</p> <p>Confidently subitise to 3.</p>



EYFS Skills Progression

Mathematics - Reception						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>	<p>Recognise numbers 1 to 3</p> <p>Represent numbers 1 to 3 in different ways (including number bonds).</p>	<p>Recognise numbers 0 to 6</p> <p>Represent numbers 0 to 6 in different ways (including number bonds).</p> <p>Understand zero as being an empty set.</p> <p>Find one more and one less up to 6.</p>	<p>Recognise numbers 0 to 8.</p> <p>Represent numbers 0 to 8 in different ways (including number bonds).</p> <p>Explore one more and one less within 10.</p>	<p>Recognise numbers 0 to 10.</p> <p>Represent numbers 0 to 10 in different ways (including number bonds).</p> <p>Understand what zero represents.</p> <p>Give one more one less up to 10.</p>	<p>Recognise numbers 0 to 15.</p> <p>Give one more one less up to 15.</p>	<p>Recognise numbers 0 to 20.</p> <p>Give one more one less up to 20.</p> <p>Solve problems using one more, one less.</p> <p>Subitise</p>



EYFS Skills Progression

			Begin to subitise to 5.	Subitise numbers to 5.	Subitise numbers to 5 in real life situations.	some numbers to 10.
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<b>Numerical Patterns</b>	Order numbers to 3.	Count reliably to 6.  Order numbers to 6.  Add and subtract two single digit numbers practically.	Count reliably to 10.  Order numbers to 10.  Begin to add two single digit numbers by counting on.  Begin to Subtract single digit numbers by taking away on a number line.  Know which way to move on a number track when adding and subtracting.	Count reliably to 15.  Order numbers to 15.  Use grouping and sharing of objects to practically solve problems.  Explore	Count reliably to 20.  Order numbers to 20.  Add by combining two groups.  Subtract by partitioning into two sets and taking away.  Add two numbers by counting on.	Count beyond 20.  Solve problems involving doubling and halving.
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EYFS Skills Progression

				doubling and halving numbers practically.		Recall doubling and halving number facts.
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<p><b>Shape, Space and Measure</b></p>	<p>Explore shapes in their play – 2D and 3D.</p> <p>Begin to use shape names.</p>	<p>Name 2D and 3D shapes. Begin to describe using mathematical language.</p> <p>Complete simple patterns.</p>	<p>Sort 2D and 3D shapes using properties.</p> <p>Create own patterns.</p>
	<p>Begin to name days of week and months of year,</p> <p>Use money in role play.</p> <p>Order three objects by size.</p> <p>Explore capacity, weight and length.</p>	<p>Say the current day of the week and month of the year.</p> <p>Use everyday language to sequence daily events.</p> <p>Recognise coins 1p, 2, 5p, 10p.</p> <p>Use everyday language to talk about capacity, weight and length.</p>	<p>Use correct day for yesterday and tomorrow and say which month is next.</p> <p>Measure short periods of time in simple ways.</p> <p>Use ordinal language to sequence events.</p> <p>Recognise coins 20p, 50p and £1.</p> <p>Make totals using coins.</p> <p>Use non-standard and some standard units of measure for capacity, weight and length.</p>



EYFS Skills Progression

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<b>Understanding the World - Nursery</b>			
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Goal</b>
<p>Explore their immediate environment using all their senses, e.g. listening and texture walks, sensory tuff trays.</p> <p>Explore cause and effect when playing.</p> <p>Talk about things currently important to them.</p>	<p>Talk about their immediate environment, making observations.</p> <p>Make comment about changes they have made to objects, materials and toys.</p> <p>Talk about their developing interests, e.g. things they like.</p>	<p>Visit and explore places outside of their immediate environment and make observations.</p> <p>Notice changes in the immediate environment and make observations on these.</p> <p>Talk about their family and home environments.</p>	<p>Know other places and countries exist in the world, and begin to make comments about these.</p> <p>Observe and talk about seasonal changes.</p> <p>Develop awareness of and talk about their own life story.</p>



EYFS Skills Progression

Understanding the World - Reception						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Past and Present</b>	<p>Talk about themselves, their lives and their families.</p> <p>Talk about their earlier experiences.</p> <p>Remembrance Day, Bonfire Night, Black History Month</p> <p>Talk about things that happened in the past, that they have learnt about through stories</p>		<p>Talk about their toys and favourite things, and how they may have changed overtime.</p> <p>Explore artefacts, making observations, comments and asking questions.</p>		<p>Talk about people in our local area.</p> <p>Talk about how the local area has changed from looking at pictures/videos.</p> <p>Talk about how holidays have changed from listening to stories.</p>	



EYFS Skills Progression

<p><b>People, Culture and Communities</b></p>	<p>Black History Month Diwali Advent/Nativity</p> <p>Talk about how I celebrate events with my family/important people.</p> <p>Know that I live in Great Yarmouth, in England.</p> <p>Know that other places and countries exist in the world.</p> <p>Make observations about the immediate and local environment.</p> <p>Explore maps and aerial pictures including on the IWB.</p>	<p>Chinese New Year World Book Day Vaisakhi</p> <p>Talk about how other people celebrate religious and cultural celebrations.</p> <p>Name some other places/countries.</p> <p>Make observations about other countries, using stories, maps and information books.</p> <p>Begin to explore maps within play.</p>	<p>Multi-Faith Fortnight World Music Day Eid</p> <p>Know some reasons why people celebrate different celebrations.</p> <p>Compare celebrations and say what is the same and different.</p> <p>Make comparisons about life in this country and life in other countries, saying what is the same and what is different.</p> <p>Begin to create maps in play and be able to say what they are.</p>
<p><b>The Natural World</b></p>	<p>Describe signs of Autumn.</p> <p>Make observations about their immediate environment, including drawings.</p>	<p>Describe signs of Winter, talking about how this is same/different to Autumn.</p> <p>Make observations about their local environment.</p>	<p>Describe signs of Spring/Summer and compare seasons to earlier seasons.</p> <p>Make observations about their local environment, and contrasting environments</p>



EYFS Skills Progression

		<p>Ask questions about the environment and the changes experienced.</p> <p>Experience freezing and melting, and describe what happens.</p>	<p>experienced through stories and videos.</p> <p>Compare different environments, saying what is the same and different.</p> <p>Name ways in which we can look after our world, and say why this is important.</p> <p>Experience freezing and melting and explain what causes it to happen.</p>
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EYFS Skills Progression

<b>Expressive Arts and Design – Nursery</b>			
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Goal</b>
<p>Listen to songs and nursery rhymes.</p> <p>Act out familiar everyday experiences alongside an adult.</p> <p>Freely explore a range of materials and medium, e.g. blocks or paint.</p>	<p>Use actions when listening to songs and nursery rhymes.</p> <p>Act out familiar everyday experiences alongside their peers.</p> <p>Begin to create with a purpose in mind, e.g. using blocks to make a house, or painting a rainbow.</p>	<p>Begin to join in singing songs and nursery rhymes.</p> <p>Begin to introduce their own themes and ideas into their play.</p> <p>Use objects to represent something else to support their play.</p> <p>Use a range of materials and equipment to create representations of their choosing.</p>	<p>Enjoy singing a range of familiar songs and nursery rhymes.</p> <p>Develop and tell stories through their play, sometimes using loose parts.</p> <p>Make appropriate and purposeful decisions when creating their representations and talk about what they have made.</p>



EYFS Skills Progression

Expressive Arts and Design - Reception						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Crafting with Materials	<p>Express themselves by making a variety of creations.</p> <p>Use familiar materials and tools to make creations.</p> <p>Explore colour mixing.</p> <p>Use props in their role play.</p> <p>Possible prompts... Clay – diva lamps Printing – christmas paper Chalk/Pastels – fireworks Painting - poppies</p>	<p>Say what they have created.</p> <p>Have the confidence to explore unfamiliar materials and tools and use these to make creations, with mainly experimentation.</p> <p>Explore colour mixing and describe what has happened.</p> <p>Repurpose objects in the classroom as props in role play.</p> <p>Possible prompts... Clay – teddy bears Printing – animal footprints Chalk/Pastels – winter scenes Painting – spring flowers</p>	<p>Explain how they have made their creation.</p> <p>Make their creation with a set outcome in mind using a variety of tools and materials</p> <p>Know how to mix different colours to get a desired outcome.</p> <p>Create their own props for use in role play.</p> <p>Possible prompts... Clay – flowers/trees Printing – life cycles Chalk/Pastels – water/under the sea Painting – seaside pictures</p>			



EYFS Skills Progression

<p>Being Imaginative and Expressive</p>	<p>In play, retell parts of stories heard.</p> <p>Act out familiar everyday experiences in play.</p> <p>Join in singing of nursery rhyme and songs.</p> <p>Explore musical instruments.</p> <p>Follow simple dance moves.</p>	<p>Retell parts of stories in play, using language from the story.</p> <p>Act out real life events and experiences in role play.</p> <p>Confidently sing nursery rhymes in a group.</p> <p>Create music with instruments during play.</p> <p>Move in own way to music with confidence.</p>	<p>Retell stories in play, making changes to the narratives.</p> <p>Act out imaginary events in role play.</p> <p>Create own narratives in role play.</p> <p>Sing nursery rhymes and poems within their play and perform them.</p> <p>Purposefully play musical instruments, considering volume/tempo.</p> <p>Create simple dance movements and move in time to music.</p>