



Doing all the good we can

## EYFS Reception Medium Term Planning Year B Summer

Area of Learning	17.4.23	24.4.23	1.5.23	8.5.23	15.5.23	22.5.23	5.6.23	12.6.23	19.6.23	26.6.23	3.7.23	10.7.23	17.7.23 +2 days
<b>Block Focus</b>	<b>The Natural World</b> (Geography)		<b>Past and Present</b> (History)	<b>Technology and E Safety</b> (Computing)	<b>Additional K&amp;U World</b>	<b>Being Imaginative and Expressive</b> (Music)	<b>The Natural World</b> (Science)		<b>Creating With Materials</b> (Art)		<b>Creating With Materials</b> (D&T)		<b>People, Culture and Communities</b> (RE)
<b>K+U Sticky Knowledge</b>	<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like/dislike.</li> <li>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>Recognise some environments that are different to the one in which they live</li> </ul> <p><b>Place Knowledge</b></p>		<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking and events</li> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Comment on images</li> </ul>	<p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li><b>Creating Programmes</b></li> <li>Complete a simple program on</li> </ul>	<p><b>Past and Present content</b></p>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul> <p><b>Appraising</b></p>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Observational drawings of the natural world</li> <li>Discuss how to care for the living things &amp; their habitats</li> <li>observe how flora &amp; fauna behave differently as the seasons change</li> <li>Examine change over time</li> <li>Use correct terms e.g. chrysalis, pupa</li> </ul>		<p><b>Drawing and Paint</b></p> <ul style="list-style-type: none"> <li>Use a range of tools competently &amp; safely</li> <li>Explore different textures. Encourage accurate drawings of people</li> <li>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>Explore, use &amp; refine colour mixing techniques</li> <li>Use colour for purpose, including creating moods</li> </ul> <p><b>Use of colour, pattern, texture, line, form, space &amp; shape</b></p> <ul style="list-style-type: none"> <li>Experiment to create different textures</li> <li>Use tools to create different textures</li> <li>Use a range of materials to create different textures</li> <li>Manipulate materials to have a planned effect</li> <li>Uses Different Materials</li> <li>Develop own ideas through experimentation with diverse materials to express &amp;</li> </ul>		<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>Create collaboratively sharing ideas, resources &amp; skills</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul> <p><b>Evaluating</b></p>	<p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Talks about past &amp; present events in their own life &amp; in the lives of family members</li> </ul>	

<p>• Observe and identify features in the place they live and the natural world.</p> <p>• Talk about features.</p> <p>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>• Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</p> <p>• Recognise some similarities &amp; differences between life in this country &amp; life in other countries</p> <p><b>Human and Physical Geography</b></p> <p>• Explore their local environment and talk about the changes they see.</p> <p>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p> <p>• Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</p> <p>• Understand the effect of changing seasons on the natural world around them</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>• Examine change over time.</p> <p>• Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</p> <p>• Describe some actions which people in their own community do that help to maintain the area they live in.</p>	<p>of familiar situations in the past</p> <p><b>Historical Enquiry</b></p> <p>• Ask questions to find out more &amp; to check understanding of what has been said</p> <p>• Understands questions such as who, why, when, where &amp; how</p> <p>• Understands a range of complex sentence structures including tense markers</p> <p>• Engage in non-fiction books</p> <p><b>Knowledge and Interpretation</b></p> <p>• Use talk to</p>	<p>electronic devices</p> <p><b>Using Technology</b></p> <p>• Can create content such as a video recording, stories, and/or draw a picture on screen</p> <p><b>Use of IT</b></p> <p>• Begin to list different IT in their home</p> <p><b>Safe Use</b></p> <p>• Begin to give reasons why we need to stay safe online</p> <p>• Can use the internet with adult supervision to find and retrieve information of interest to them</p>	<p>• Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</p> <p>• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></p> <p><b>Composing</b></p> <p>• Choose particular movements, instruments /sounds for their own imaginative purposes</p> <p>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</p>	<p>when observing life cycle of butterfly &amp; ladybirds</p> <p>• Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</p> <p><b>Plants</b></p> <p>• All plants need water, light and warmth to grow and survive</p> <p>• A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</p> <p>• Extend vocabulary: blossom, buds, bulb, evergreen, deciduous</p> <p>• Describe what they see, hear &amp; feel whilst outside</p> <p>• Name &amp; describe some plants</p> <p>• Draw pictures of plants</p>	<p>communicate their discoveries &amp; understanding</p> <p><b>Explore a Range of Artists</b></p> <p>• Respond imaginatively to artworks &amp; objects</p> <p>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</p> <p>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</p>	<p>• Express &amp; communicates working theories, feelings &amp; understandings</p> <p>• Responds imaginatively to art works &amp; objects</p> <p>• Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</p> <p>• Discuss problems &amp; how they might be solved</p> <p><b>Technical Skills</b></p> <p>• Use different techniques for joining materials</p> <p>• Use tools independently, with care &amp; precision</p> <p><b>Food Technology</b></p> <p>• Look closely at similarities, differences, patterns &amp; change</p> <p>• Know &amp; talk about the different factors that support their overall health &amp; well-being</p>	<p><b>Practices and Life Styles</b></p> <p>• Talk about members of their immediate family &amp; community</p> <p>• Enjoys joining in with family customs &amp; routines</p> <p><b>How people express themselves</b></p> <p>• Understand that some places are special to members of their community</p> <p><b>Reflecting</b></p> <p>• Know about similarities &amp; differences between themselves &amp;</p>
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- Draw information from a simple map
- Interpret range of sources of geographical information, including maps, globes, photographs

organise, sequence & clarify thinking, ideas, feelings & events

- Articulate ideas & thoughts in well-formed sentences
- Ask questions to find out more & to check understanding of what has been said

**Vocabulary**

- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why,

- Understand the effect of changing seasons on the natural world around them
- Animals Including Humans**
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health
- Describe what they see, hear & feel
- Identify different parts of their body & animals
- Be able to show care and concern for living things
- Know the effects exercise has on their bodies
- Have some understanding of growth and change
- Talk about things they have observed including animals
- Observational drawings of animals





others, & among families, cultures & traditions

**Understanding Values**

- Knows that other children do not always enjoy the same things, & is sensitive to this

			because, find out, I wonder what, if, when, why? <ul style="list-style-type: none"> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened ? because, explain</li> </ul>										
<b>Seasons and Celebration Stimulus</b>	<b>Ascension Day Eid St. George's Day</b>		<b>May Day  King Charles Coronation</b>				<b>Thorp e Perrow</b>	<b>Father's Day</b>					<b>Islamic New Year</b>
<b>PSHE Relationships &amp; Changing Me</b>	My Family and Me	Make Friend, Make Friend, Never Never break friends	Make Friend, Make Friend, Never Never break friends	Falling out and bullying	Falling out and bullying	Being the best friends we can.	<b>My Body</b>	<b>Respecting my body</b>	<b>Growing Up</b>	<b>Fun and Fears</b>	<b>Fun and Fears</b>	<b>Celebration</b>	<b>Transition</b>



	Friendship	Respect
<p><b>Predicted Texts</b></p>	<p>Katie Morag stories</p>  <p>Poetry</p>  <p>Mag ic Grand dad</p> 	
<p><b>C &amp; L</b> Listening, Attention and Understanding</p>	<p><b>Reception</b> <b>Statutory ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Statutory ELG: Self-Regulation</b> Children at the expected level of development will: - 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><b>Reception</b> <b>Statutory ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Statutory ELG: Self-Regulation</b> Children at the expected level of development will: - 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><b>C&amp;L</b> Speaking</p>	<p><b>Statutory ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Statutory ELG: Speaking</b></p>	<p><b>Statutory ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Statutory ELG: Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced</p>

	<p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>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>
<p>P,S and E D Self Regulation</p>	<p><b>Reception</b> <b>Statutory ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p><b>Reception</b> <b>Statutory ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p>P,S and E D Managing Self</p>	<p><b>Reception</b> <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p><b>Reception</b> <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>
<p>P,S and E D Building Relationship s</p>	<p><b>Reception</b> <b>Statutory ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p><b>Reception</b> <b>Statutory ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <b>Statutory ELG: Managing Self</b> Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p>PD Gross Motor Skills Feet, Jumping, Games for Understanding</p>	<p><b>Reception</b> <b>Statutory ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Reception</b> <b>Statutory ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>PD Fine Motor Skills</p>	<p><b>Reception</b> <b>Statutory ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p><b>Reception</b> <b>Statutory ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>

<p>L Comprehension</p>	<p><b>Reception</b> <b>Statutory ELG:</b> 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.</p>	<p><b>Reception</b> <b>Statutory ELG:</b> 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.</p>
<p>L Word Reading</p>	<p><b>Reception</b> <b>Statutory ELG: Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Reception</b> <b>Statutory ELG: Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>L Writing</p>	<p><b>Reception</b> <b>Statutory ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p><b>Reception</b> <b>Statutory ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<p>M Number</p>	<p><b>Reception</b> <b>Statutory ELG: Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p><b>Reception</b> <b>Statutory ELG: Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
<p>M Number Patterns</p>	<p><b>Statutory ELG: Numerical Patterns</b> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <b>Statutory Educational Programme: Mathematics 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.</b></p>	<p><b>Statutory ELG: Numerical Patterns</b> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <b>Statutory Educational Programme: Mathematics 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.</b></p>

Mastering the Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Summer	<b>To 20 and Beyond</b>			<b>First, Then and Now</b>		
	Number Patterns	Missing Numbers	Find my match – shapes	Counting On	Take Away with Pebbles	Making new shapes – Triangles
	Matching Pictures to numerals	Ordering Numerals to 20	Find my match – Models	Adding More	Take Away	Making new shapes – Squares
	Ten frame fill	Race to 20	Match and fill	Adding Unknown Then	Unknown Then	Grandpa's Quilt
	Estimating	Bingo	Replicate my shape	Adding Unknown First	Pass it on	Tangrams
	Ten frame subtraction	Which holds the most?	Tangrams			Pattern Blocks

U the W Past and Present

**ELG –**  
 -Talk about the lives of the people around them & their roles in society  
 -Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class  
 -Understand the past through settings, characters & events encountered in books read in class & storytelling

U the W People, Culture and

**ELG –**  
 -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Find My Pattern</b>			<b>On the Move</b>		
Doubles	Sharing	Even and Odd	Harry and his bucketful of dinosaurs – adding and subtracting	Cuisenaire Rods – Comparing lengths	Making maps
Doubling	Picnic – Sharing	One Odd Day	Mr Gumpy's Outing – Composition of number	Cuisenaire Rods – Staircase	Journey to school
Double Dice game	More people!	Even and Odd (2)	How many Legs? Problem solving	Bean bag game – Composition of number and number bonds	Obstacle course
Double Barrier Game	Grouping (1)	Match – Barrier Game	Making Boats- Problem solving, how many marbles can the boat hold?	Patterns	X marks the spot
Double Dominoes	Grouping (2)	How Many Cubes	Building Bridges – Which bridge is the longest?	Patterns	Designing mazes

**ELG –**  
 -Talk about the lives of the people around them & their roles in society  
 -Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class  
 -Understand the past through settings, characters & events encountered in books read in class & storytelling

**ELG –**  
 -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps





<p>Communities</p>	<p>-Know some similarities &amp; differences between different religious &amp; cultural communities in this country, drawing on their experiences &amp; what has been read in class                      -Explain some similarities &amp; differences between life in this country &amp; life in other countries, drawing on knowledge from stories, non-fiction texts &amp; maps</p>	<p>-Know some similarities &amp; differences between different religious &amp; cultural communities in this country, drawing on their experiences &amp; what has been read in class                      -Explain some similarities &amp; differences between life in this country &amp; life in other countries, drawing on knowledge from stories, non-fiction texts &amp; maps</p>
<p>Understand the Natural World</p>	<p><b>ELG</b> – Know some similarities &amp; differences between the natural world around them &amp; contrasting environments, drawing on their experiences &amp; what has been read in class.                      Understand some important processes and changes in the natural world around them, including the seasons</p>	<p><b>ELG</b> – Know some similarities &amp; differences between the natural world around them &amp; contrasting environments, drawing on their experiences &amp; what has been read in class.                      Understand some important processes and changes in the natural world around them, including the seasons</p>
<p>E A &amp; D Creating with Materials</p>	<p><b>ELG</b>                      - 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</p>	<p><b>ELG</b>                      - 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</p>
<p>E A &amp; D Being Imaginative and Expressive</p>	<p><b>ELG</b>                      - Sing a range of well-known nursery rhymes &amp; songs                      - Perform songs, rhymes, poems &amp; stories with others,&amp; - when appropriate – try to move in time with music</p>	<p><b>ELG</b>                      - Sing a range of well-known nursery rhymes &amp; songs                      - Perform songs, rhymes, poems &amp; stories with others,&amp; - when appropriate – try to move in time with music</p>

