

Seven Key Features of Effective Practice

The Best For Every Child	High Quality Care	The curriculum: what we want children to learn	Pedagogy: helping children to learn
<ul style="list-style-type: none"> • All children deserve to have an equal chance of success. • High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. • When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap. • Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care. • High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. • All children promptly receive any extra help they need, so they can progress well in their learning. 	<ul style="list-style-type: none"> • The child's experience must always be central to the thinking of every practitioner. • Children thrive when they are loved and well cared for. • High-quality care is consistent. Every practitioner needs to enjoy spending time with young children. • Effective practitioners are responsive to children and respond with interest and pleasure. • Practitioners understand that children are learning to be independent, so they will sometimes get frustrated. • Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children. 	<ul style="list-style-type: none"> • The curriculum is a top-level plan of everything the early years setting wants the children to learn. • Planning to help every child to develop their language is vital. • The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. • Young children's learning is often driven by their interests. Plans need to be flexible. • Children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. • Depth in early learning is much more important than covering lots of things in a superficial way. 	<ul style="list-style-type: none"> • Children are powerful learners. Every child can make progress in their learning, with the right help. • Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. • Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. • Children in the early years also learn through group work, when practitioners guide their learning. • Older children need more of this guided learning. • A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.
<p style="text-align: center;">Assessment: checking what children have learnt</p>	<p style="text-align: center;">Self-regulation and executive function</p>		<p style="text-align: center;">Partnership with parents</p>
<ul style="list-style-type: none"> • Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time. 	<ul style="list-style-type: none"> • Executive function includes the child's ability to: <ul style="list-style-type: none"> – hold information in mind – focus their attention – think flexibly – inhibit impulsive behaviour. • These abilities contribute to the child's growing ability to self-regulate: <ul style="list-style-type: none"> – concentrate their thinking – plan what to do next – monitor what they are doing and adapt – regulate strong feelings – be patient for what they want – bounce back when things get difficult. • Language development is central to self-regulation: children use language to guide their actions and plans. <p>Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.</p>		<ul style="list-style-type: none"> • It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. • This includes listening regularly to parents and giving parents clear information about their children's progress. • The help that parents give their children at home has a very significant impact on their learning. • Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. • It is important to encourage all parents to chat, play and read with their children.

Curriculum Area: Communication and Language

Curriculum Ambitions: As communicators we will:

- Ask relevant questions and make relevant comments
- Be part of a back and forth exchange with friends and familiar adults
- Express ideas and feelings with confidence
- Clarify our thinking with relevant questions

Key Skills

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Vocabulary (including but not limited to...)

- **Explaining** – because, so, it might be
- **Sequencing** – first, then, next, after that, finally, before
- **Topic and Curriculum Words**
- **Social Phrases** - good morning, welcome, how are you?
- **Storytelling words** – once upon a time, a long time ago...
- **Predicting** – I think, it could be, maybe

Language Development Experiences

- High quality conversations throughout the day
- Promoting and modelling active listening skills
- Signalling when adults want children to listen
- Linking listening with learning
- Introducing and identifying new vocabulary
- High quality stories on a daily basis (new and repeated)
- Providing opportunities for acting out stories and role play
- Repeating what children say, modelling new or corrected vocabulary
- Creating picture dictionary

What Adults Might Do – Positive Relationships

- Draw attention to rhyme and alliteration when reading.
- Prompt children's thinking and discussion when involved in their play.
- Talk to children about what they have been doing and help them reflect and explain events.
- Be clear when giving directions, especially when involving more than one instruction.
- Use pictures and actions as visual cues.
- Make playful 'silly mistakes' to allow children to explain and be the expert.
- Embed sustained shared thinking to extend language and conversation.
- Ask children to predict how they will do a task and talk through the stages.
- Share stories with small groups of children.
- Encourage acting stories out.
- Use stories to help children explain.
- Help children to identify patterns, draw conclusions and explain cause and effect.
- Help children to predict and speculate.
- Use and expect children to use complete sentences, modelling if required.
- Narrate own and children's actions.
- Think out loud how to work things out.
- Use sequencing words with emphasis in own stories – before, then, next etc
- Model words and phrases relevant to the area being taught, deliberately and systematically.
- Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions:

What adults might do – Enabling Environments

- Set up shared experiences that can be re-enacted – painting, storytelling, ICT etc
- Help children predict and order events by providing props and pictures.
- Tune into children's preferred methods of communication eg not asking direct questions
- Provide practical experiences that encourage asking and answering questions eg pulleys, weighing, moving water
- Use story props and costumes for telling and re-telling stories.
- Use displays for reminding children of events, stories, seasons etc
- Set up interactive displays to encourage children to look, listen, touch and comment on.
- Provide for, initiate and join in role-play, story-telling and acting as characters.
- Display quality books in attractive reading areas.
- Add books to other areas eg dinosaur books in dinosaur box and 'how to' books in design area.
- Send home familiar and good-quality books for parents to read aloud and talk about with their children.
- Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"
- Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.
- Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".
- Provide musical instruments to play and listen to.

Ideas for Questions and Comments to use

- "First we're going to wash our hands and then we'll line up for lunch."
- "You said you were making a robot. What does this button do?"
- "I love your design. What will you do with it next?"
- "Did I hear you say you went to swimming on Saturday...?"
- "What generally happens to wicked characters in stories?"
- "The sky has gone dark. I think it must be going to rain."
- "The ice has gone. What do you think happened to it?"
- "What if the bridge falls down?"
- "Once...upon...a...time..." (not 'wonsuponna time')
- "Good morning. I like your new shoes!"
- "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."
- "That looks dangerous – I'm sure they're all going to fall off that broom!"
- "You've thought really hard about building your tower, but how will you stop it falling down?"
- "How did you make that? Why does the wheel move so easily? What will happen if you do that?"
- "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."
- Extend vocabulary - "I'm **thrilled** that everyone's on time today", "I can see that you're **delighted** with your new trainers", "Stop **shrieking**, you're hurting my ears!", "What a **downpour** – I've never seen so much rain!", "It looks as if the sun has caused the puddles to **evaporate**", "Have you ever heard such a **booming** voice?"
- "I could tell you were going to say the right answer, you were listening so carefully."

Listening, Attention and Understanding ELGs

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.

Speaking ELGs

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.

Curriculum Area: Personal, Social and Emotional Development

Curriculum ambitions: As TEAM members we will:

- Show kindness and empathy towards others
- Show determination to achieve a goal
- Show resilience when faced with a challenge
- Show curiosity about the world around us
- Look after ourselves and each other
- Know how to follow the rules to keep everyone safe

Key Skills

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Wait for what they want
- Build strong, warm and supportive relationships with key adults and peers
- Co-operate and resolve small conflicts independently
- Manage their own needs and personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine

Vocabulary (including but not limited to...)

Happy, sad, scared, worried, excited, nervous, jealous, shocked, frustrated, anxious, proud, kindness, considerate, support, choices, calm, emotions, feelings, more healthy, less healthy, germs, hygiene, listen, question, community, family, share, taking turns, patience, instructions, challenge, risk, curious, resilient, determined, well-being.

Personal, Social and Emotional Development Experiences

- Manage own personal needs eg handwashing, getting ready for Forest Schools
- Learn how to look after own bodies 0 healthy choices
- Gain confidence in trying new experiences eg tasting foods, visits, festivals
- Manage own behaviour, follow rules and routines and understand right and wrong.
- Take part in PSHCE sessions.
- Set own goals and think of ways to meet them.
- Supported interactions with other children to learn how to make good friendships, co-operate and resolve conflicts peaceably.

What Adults Might Do – Positive Relationships

- Make time to get to know the child, including gaining information from families.
- Support to ensure children's play includes kindness and sharing.
- Congratulate children for their kindness and highlight helping, listening and supporting each other.
- Have high expectations for following rules and instructions (with support, if needed)
- Encourage children to express their feelings using modelled vocabulary.
- Talk about emotions and feelings.
- Help children set own goals and see how to achieve them.
- Help children understand that mistakes are fine and that they are a learning process.
- Help them reflect and self-evaluate their work.
- Give children strategies for staying calm and taking turns and explain why we follow rules, take turns, talk nicely to people etc
- Use story-time to introduce challenges for characters and encourage children to think how they would feel in that situation and what they might do.
- Model practices that support good hygiene.
- Talk about your own healthy eating, exercise, need for sleep etc
- Explain to children and model how to travel safely in our local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.

What adults might do – Enabling Environments

- Create spaces for children to work alone, alongside or with others.
- Create an environment that feels safe, calm, warm, homely and secure.
- Provide time, space and opportunity for children to work collaboratively with each other.
- Provide play opportunities for children to work together eg parachute games.
- Choose books, puppets and soft toys that allow children to explore and resolve scenarios eg being told they can't join in.
- Include mirrors and photographs of the children and their families and friends in the environment.
- Include books and items in role play to reflect different families and homes including those children are and aren't familiar with.
- Provide books, dolls, artefacts, songs and music from a wide range of traditions and cultures.
- Create environments that offer challenging and stimulating spaces but also calm and peaceful places.
- Provide photographs and books where emotions and values are explored.
- Provide books with characters that break the rules and consider the effects of their behaviour on others
- Set, explain and maintain clear reasonable and consistent boundaries, both inside and outside, so that children can feel safe and secure in their play and actions,

Ideas for Questions and Comments to use

- "It looks like you're a bit sad / cross / worried about that/"
- Model dealing with own feelings. "I'm feeling a bit cross about that so I'm going to..."
- Encourage empathy. "_____ is sad because she fell over. What could we do to make her feel better?"
- "That looks a bit tricky. Let's keep practising to make it easier."
- "I find drawing unicorns difficult but I keep practising so that I keep getting better each time."
- "If you can't do it, keep trying until you can."
- "Look at _____'s face. How do you think they are feeling?"
- "What do you like best about your drawing / work / model?"
- "Why do you think he is sad?"
- "How would you feel if this happened to you?"
- "Try and have a go first and if you still can't do it, I'll help you."
- "What can we do to solve this problem?"
- "I wonder what would make this even better?"
- "What should they have done instead?"
- "We have the rule _____ because..."
- "That's a very kind thing to say. I bet that makes _____ feel really happy."
- "Let's get a timer and then we'll know when it's your turn."
- "It doesn't matter if we get it wrong as long as we try to do it."
- "First can you _____ and then can you _____."
- "I loved the way you... waited until I finished speaking to ____ / helped ____ with his costume / picked that toy up from the floor" etc
- "I can see you are listening well because you are..."

Self Regulation ELGs

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELGs

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELGs

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.

Curriculum Area: Physical Development

Curriculum Ambitions: As movers we will:

- Experiment with different ways of moving our bodies
- Use core strength to control movements
- Negotiate space successfully and avoid obstacles
- Use tools with confidence
- Develop pencil control

Key Skills

- Revise and refine the fundamental movement skills they have already acquired: rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- 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.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Vocabulary (including but not limited to)

Pencil control, pencil grip, space, safe, equipment, strength, balance, forwards, backwards, move, run, jump, dance, skip, hop, climb, throw, catch, team work, under, over, behind, through, twist, roll, slide, bend, higher, faster, longer, further.

Physical Development Experiences

- Using vehicles, obstacles, climbing equipment, monkey bars and large scale building in the outside area.
- Accessing bats, balls, hoops, rockers, cones and skipping ropes outside.
- Taking part in PE lessons.
- Fundamental movement skills sessions with Education Enterprise.
- Funky Fingers fine motor skills activities.
- Dough Disco
- Handwriting / pencil control sessions
- Some children will access Jungle Journey motor skills intervention.

What adults might do – Positive Relationships

- Give children experience of carrying things up and down on different levels (slopes, hills and steps).
- Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
- Model precise vocabulary to describe movement and directionality, and encourage children to use it.
- Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.
- Encourage children to conclude movements in balance and stillness.
- Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.
- Encourage children to be highly active and get out of breath several times every day.
- Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.
- Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback.
- Give children regular, sensitive reminders about correct posture.
- Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.
- Encourage children to use a range of equipment.
- Teach and model correct letter formation.
- Encourage children to draw freely.
- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

What adults might do – Enabling Environments

- Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.
- Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.
- Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
- Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams.
- Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.
- Provide areas for sitting at a table that are quiet, purposeful and free of distraction.
- Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.
- Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.
- Introduce tennis balls, ping pong balls, beach balls and balloons.
- Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.

Ideas for Questions and Comments to use

- "Bottom to back of the chair, chair pushed in, feet flat on floor."
- "Use your other hand to keep the paper still."
- "How will you manage to get across the beam without falling?"
- "How can you throw the ball so your friend can catch it?"
- "Can you make your body into a tall shape / wide shape / narrow shape?"
- "Can you balance on one leg?"
- "Can you balance touching the floor with one / two / three / four points?"
- "That was a big jump. How far do you think you can jump?"
- "I wonder if you jump further when you run up first or do a standing jump?"
- "I wonder if you can complete the obstacle course before the timer runs out" (using various sand timers)
- "How many jumps / hops / laps can you do in one minute?"
- "Show me how a gymnast stands to start / end their routine."
- "How can we keep ourselves safe when in the hall/ outdoors?"
- "What shapes can you make using the sponges/mops/brushes?"
- "How long can you balance?"
- "I wonder how many times you can pass the ball without dropping it?"
- "Can you squish, squash, twist, flatten, roll, ball your playdough?"
- "How many buttons can you move in one minute?"
- "You try to cut your fish fingers first and I'll help if you can't manage."
- "Can you gallop / slither / sidestep / plod / tiptoe etc"

Gross Motor Skills ELGs

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

Fine Motor Skills ELGs

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

Curriculum Area: Literacy – Reading

Curriculum ambitions for Reading As readers we will:

- Have a love of reading and hearing stories and other texts
- Ask and answer questions about texts I have read
- Read simple sentences including phase 2 phonemes

Key Skills

- Recognise own name.
- Show awareness of rhyme and alliteration.
- Clap or tap the syllables in words.
- Hear and say initial sounds.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound (digraphs) and say sounds for them.
- Read at least 10 tricky words including 'I', 'the', 'to', 'me', 'my', 'you'.
- Recognise some names eg peers, Mam, Mummy, Dad
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Engage with books at a deeper level, drawing upon phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret the text.
- Read own writing,
- Show an awareness of traditional tales and familiar authors eg Julia Donaldson.
- Talk about favourite books and why they like them.
- Retell stories in their own words.

Vocabulary (including but not limited to)

Sound, phoneme, grapheme, digraph, trigraph, letter, segment, blend, word, phrase, sentence, capital letter, full stop, finger spaces, first, next, then, after that, later, last, before, story, fiction, non-fiction, beginning, middle, end, character, setting, event,

Reading Experiences

- Hearing a range of quality stories, both as studied texts and during daily storytime.
- Phonics taught systematically and daily using DfE approved Twinkl Phonics programme.
- 1:1 reading with a skilled adult at least three times a week.
- Access to a cosy reading area with a range of engaging texts, including fiction, non-fiction and poetry.
- Use of soft toys, puppets and story stones to complement stories and to allow acting out of familiar stories.
- Use of a range of phonetic based texts used as in school and home readers.
- Books used in different areas to support learning in other areas eg art books in painting area, construction books in construction area.
- Quality apps on iPads for listening to and following stories.

What adults might do – Positive Relationships

- Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.
- Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
- Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.
- Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.
- Read aloud to children every day, introducing a wide range of literature and talking about the print and digital books you share.
- Read dual language books to show different prints, matched to children's languages if possible - Russian 2021-22
- Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
- Read to children in smaller groups, allowing children to choose the book,
- Model using books in other areas of the curriculum eg construction, home corner, design area.
- Point out labels and signs around the classroom and encourage children to read them, where appropriate.
- Help children re-enact stories and to create their own stories using the stage.
- Talk about the characters in stories and pretend to be them.

What adults might do – Enabling Environments

- Provide labels around the classroom and outside that children can read – add sound buttons to encourage use of phonics,
- Provide a rotated variety of books to read at home and at school.
- Provide books which reflect diversity.
- Provide for regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.
- Provide items that support books, such as costumes, masks, puppets, soft toys and story stones.
- Include books in other areas and in topic boxes eg dinosaur books with the dinosaurs, vehicle books with vehicles
- Provide a 'free choice' of books to take home to read with parents.
- Provide resources in play areas such as empty grocery boxes in shop area for children to become familiar with and use in their play.
- Provide simple instructions in design area for children to use in their designs,
- Provide a range of everyday signs and texts in play areas eg recipes, lists, days of the week boards so that children become familiar with them and use them in their play.
- Create a classroom book of children's own stories, both written with adults and independently.
- Introduce phonics and reading games, initially playing them alongside children to support learning.

Ideas for Questions and Comments to use

- Look at the front cover. What do you think might happen in this story?
- I wonder what this book might be about?
- Can you point to the title?
- Why does _____ have their name on the front of the book? What might their job be?
- What characters do you think might be in our story?
- Do you think Goldilocks / The Gingerbread Man should have done that? Why?
- Do you think there might be a problem in our story? Why?
- Have you ever done that/been to/seen those/had that before? (Questions relating to personal experiences)
- What can you tell me about the story so far?
- Do you think that was a sad story or a happy story?
- I wonder what might happen next?
- How do you think ___ is feeling now? How might you feel if that happened to you?
- Why do you think the character did that?
- What did the characters do to solve the problem?
- What was your favourite part of the story? Why?
- Is our book fiction or non-fiction?
- What might that word mean?
- What sound is at the start/middle/end of our word?
- Can you segment that word carefully?
- Can you blend those sounds together?
- What word can you hear?
- Can you find me the tricky word _____?
- Can you read your beautiful writing to me?
- Can you add sound buttons to the word?

Word Reading ELGs

- 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

Comprehension ELGs

- Demonstrate understanding of what they have read by retelling stories and narratives using own words and new vocabulary. • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play

Curriculum Area: Literacy – Writing

Curriculum ambitions for Writing - As writers we will:

- Write our names independently
- Write labels, phrases and sentences that can be read by ourselves and others
- Write a simple story with illustrations

Key Skills

- Form lower-case and capital letters correctly.
- Write own name, using a capital letter to begin and lower case for the rest of the name.
- Identify and write initial sounds.
- Orally segment words to aid spelling.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Break words into syllables to aid spelling,
- Write cvc words.
- Spell some tricky words.
- Write labels and captions.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Create texts for various purposes - eg invitations, lists, greeting cards, books

Vocabulary (including but not limited to)

name, sound, phoneme, grapheme, digraph, trigraph, phrase, letter, segment, blend, word, label, list, caption, sentence, capital letter, full stop, finger spaces, question mark, exclamation mark, tricky word, first, middle, last, beginning, middle, end, letter formation.

Writing Experiences

- Daily writing in phonics – sounds, words, captions, sentences – at tables, predominantly using paper and pencils
- Focused writing tasks with adults
- Practise of writing dictated sentences with appropriate phonic sounds.
- Shared and modelled writing
- Range of writing equipment indoors – writing bags and boxes, clipboards, envelopes, post it notes, different sizes and colours of paper
- Blank books, paper with characters on to stimulate writing
- White boards / pens and chalk boards / chalk boards
- Everyday resources – lists, envelopes, invitations etc – in role play
- Labels for labelling models and projects

What adults might do – Positive Relationships

- Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
- Show children how to touch each finger as they say each sound.
- For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
- Support children to form the complete sentence orally before writing.
- Help children memorise the sentence before writing by repeatedly saying it aloud.
- Dictate sentences to ensure they contain only the taught sound-letter correspondences.
- Model how you read and re-read your own writing to check it makes sense.
- Celebrate and value children's own attempts at writing.
- Model and help children to write in continuous provision eg signs for a shop, birthday cards for a friend or a list of names for a game.
- Suggest and support other writing they may do eg labels for models, a treasure map when playing pirates, spells for potion making
- Practise 'helicopter writing' – shared writing where a child write the words they can do and an adult writes the words with sounds/words not yet met.

What adults may do – enabling environments

- Set up environments that require writing – post office, vet's surgery, Santa's workshop, restaurant, builder's yard and model using required resources.
- Provide a range of stimulating resources to write with – pens, pencils, coloured pencils, felt tips, highlighters, chalk pens, paint.
- Provide sensory experiences for letter formation – salt, sand, mud, soap flakes
- Provide interesting items to write on – books, different shapes, sizes and colour of paper, whiteboards, clipboards, post it notes, printed paper, plain and lined paper, squared paper.
- Provide stationery items – paper clips, hole punch, stapler, treasury tags.
- Provide opportunities for writing – replying to a message, sending a letter, labelling a model, adding a caption to a drawing, making a book etc
- Provide word banks and books of tricky words.
- Provide sound cards of sounds taught already.
- Provide books of children's and adult's names.
- Ensure resources reflect children's out of school interests and experiences, such as cartoon characters, children's popular culture and sporting interests.
- When reading, talk about author and illustrator and encourage children to think of themselves as authors and illustrators.

Ideas for Questions and Comments to use

- "Are you writing a message/note/letter/sign/card etc.?"
- "Who is it to?"
- "Tell me about what you are writing."
- "What might you need in your sentence?"
- "I was wondering what you were writing about?"
- "I wonder if there is any other information you need to add to your ____."
- "How can we let people know not to knock down your tower?"
- "What could we do so that everyone knows not to tidy up this area?"
- "How will we know what to buy at the shop?"
- "Oh no, the floor is a mess. How can we let the Mr Shaun know that we are sorry?"
- Surprise letters from characters/toys/people. "Can you help me?"
- "Oh, that's a lovely picture. Shall I help you to write what it is?"
- "It's Daddy's birthday? Oh, let's make him a card."
- "Shall we send Mr Christie a letter asking if we can..."
- "What could we write to let everyone know what's happening?"
- "Let's write that together."
- "Bottom to back of the chair, chair pushed in, feet flat on floor."
- "Use your other hand to keep the paper still."

Writing ELGs

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds and representing them with a letter/s.

Write simple phrases and letters that can be read by others.

Curriculum Area: Maths

Curriculum Ambitions for Maths As mathematicians we will:

- Have an in-depth knowledge of numbers to 10 and be able to use and apply this in a range of ways
- Recognise patterns of counting systems
- Confidently use a range of mathematical language

Key Skills

- Count objects, actions and sounds.
- Subitise numbers up to at least 5,
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers,
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Use number names and symbols.
- Recite numbers forwards and backwards,
- Count out objects from a larger group,
- Partition and recombine numbers.
- Begin to solve mathematical problems and record solutions.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.
- Responds to and uses language of position and direction.
- Recalls sequence of events in everyday life.

Vocabulary (including but not limited to)

Number, shape, more, less, fewer, total, altogether, amount, add, subtract, take away, number names, equal, the same as, order, double, half, share, number bond, number facts, number sentence, odd, even, heavy, light, heavier, lighter, empty, full, half full, small, large, long, longer, longest, short, shorter, shortest, measure, o'clock

Mathematical Experiences

- Taught maths sessions using Numberblocks as a stimulus
- Opportunities to count, make and break numbers and develop number sense.
- Access to a wide range of mathematical resources such as numicon, counters, dice, place value cubes, five and ten frames.
- Access to maths games
- Opportunities to make and follow patterns.
- Opportunities to weigh and measure.
- Opportunities to use money and time resources in provision.
- Opportunities to use shapes in different ways.

What adults might do – Positive Relationships

- Say how many there are after counting – for example, "...6, 7, 8. There are 8 balls" –the last number of the count indicates the total number of the group. This is the cardinal counting principle.
- Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?"
- Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle.
- Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes and read stories that involve counting.
- Play games which involve quickly revealing and hiding numbers of objects.
- Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: Count to check.
- Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.
- Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.
- Model conceptual subitising
- Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?
- Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. "I've only got 1 seed, I need 3 more."

What adults might do – Enabling Environments

- Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.
- Display numerals in order alongside dot quantities or tens frame arrangements.
- Provide images such as number tracks, calendars and hundred squares indoors and out, including chalked on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.
- Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same.
- Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.
- Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.
- Provide ways to weigh and measure in home corner,
- Provide calendars and clocks in continuous provision.
- Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials.
- Teach children to solve a range of jigsaws of increasing challenge.
- Provide number cards to order on a washing line. Take away numbers to spot what is missing.
- Provide pattern cards to copy.
- Organise resources so that children can subitise and also see how many are missing.
- Set up an estimation station where everyone provides guesses.

Ideas for Questions and Comments to use

- "There are 5 of us but only 2 clipboards. How many more do we need?"
- Play hiding games with a number of objects in a box, under a cloth, in a tent, etc.: "6 went in the tent and 3 came out. I wonder how many are still in there?"
- "There were 8 caterpillars. Two have turned into cocoons and 6 have not yet turned."
- "I bet you can't add an arch to that," or "Maybe tomorrow someone will build a staircase."
- "What if we pour the jugful into the teapot? Which holds more?"
- "Well, there are three here and three here, so there must be six."
- "I think there are about 8. Shall we count to see?"
- "Can you get seven cups for snacktime?"
- "How many ___ do you have there?"
- "If I gave you ___ more, how many would you have altogether?"
- "How many do you have? How do you know you have that number? How could you check your answer?"
- "How do you know you have counted every object?"
- "What number is 1 more than the number you are standing on?"
- "Which number is 1 less?"
- "Please may I have one of your ___? How many are left over?"
- "I don't think we need to count those. They are in a square shape so there must be 4."
- "Which might be heavier?"
- "How can we measure how far the car went?"
- "Can you build a tower taller than you?"
- "Whose train track is the longest?"
- "Who has the most playdough? How can we make it equal?"
- "What is the same? What is different?"

Number ELGs

Understanding of numbers to 10, linking names of numbers, numerals, value and position in counting order. • Recognise quantities without counting (to 5). • Recall number bonds for numbers 0-5 and 0-10 including partitioning facts.

Numerical Patterns ELGs

Recall double facts up to 5+5. • Compare sets of objects up to 10 in different contexts considering size and difference. • Explore patterns of numbers within 10 – including odd and even.

Curriculum Area: Understanding The World

Curriculum ambitions for PSED - As valued citizens we will:

- Talk about people, places and things that are special to us
- Appreciate and respect cultures and communities around me and in the wider world
- Care for people, animals and environments around me
- Read and create simple maps
- Talk about people and events in the past.

Key Skills

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Vocabulary (including but not limited to)

Street, road, path, lane, zebra crossing, church, shops, café, dentist, doctors, vets, house, map, hill, river, stream, sea, beach, trees, plants, pond, forest, weather, cliff, UK, England, Ireland, Scotland, Wales, yesterday, today, tomorrow, the day after that, before, after, next, past, present, future, time, long long ago, once upon a time, same, different, famous, history. Sky, moon, sun, stars, day, night, clouds, soil, rock, stone, water, brick, plastic, cardboard, metal, wood, glass, hard, soft, air, living, animals, plant, flower, tree, material, material, push, pull, senses, smell, feel, see, touch, hear, taste, body parts, Summer, Spring, Autumn, Winter, changes, petal, root, stem, light, dark, bendy, rough, smooth.

Understanding The World Experiences

- Planned topics - Our School, Our Country, Let's Go To China, Toys, Space Exploration and Kings and Queens (2021-22)
- Taking part in celebrations - Diwali, Hannukkah, Christmas, Chinese New Year, Easter
- Forest School
- Taking part in Science experiments and investigations.
- Daily access to continuous provision outside.
- Use of maps, globes, plans and photos of different countries and cultures in continuous provision.
- Use of artefacts and objects from different cultures and countries.
- Access to a range of equipment such as microscopes, magnifying glasses, magnets, water, sand etc

What adults might do – Positive Relationships

- Share information about your own family, giving children time to ask questions or make comments.
- Using examples from real life and from books, show children how there are many different families.
- Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.
- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.
- Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.
- Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- Model the vocabulary needed to name specific features of the world, both natural and made by people.
- Guide children's understanding by draw children's attention to the weather and seasonal features.

What adults might do – enabling environments

- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
- Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
- After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
- Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.
- Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.
- Help children learn positive attitudes and challenge negative stereotypes by using puppets, stories, books showing, for example disabled kings and queens, black heroes or same sex families.
- Provide maps and aerial photos
- Provide photos of children in school visiting different places.
- Provide role play resources for various occupations.

Ideas for questions and comments to use

- “How can we...?”
- “What would happen if...?”
- “I wonder...”
- “What buildings are there in Stanley Crook?”
- “Where can we play in Stanley Crook?”
- “It was your birthday on Saturday? How did you celebrate?”
- “Who are the people who are special to you?”
- “What might we do with one of these?”
- “How did people use these in the past?”
- “How are houses different and the same around the world?”
- “What is the same about our school and this school in the video? What is different?”
- “Can you build a house from a different country?”
- “Do you think you would have liked to have lived in the past? Why? Why not?”
- “Do you think you would like to live in _____?”
- “Can you tell me about somewhere you have visited?”
- “How did you get there?”
- “Where might I go if I am poorly?”
- “Where would we take a pet if it is ill?”
- “What do we need to turn the home corner into a hairdressers / vets / police station?”
- “What do we need to give the plant to help it grow?”
- “Do you have a pet? What do you do to care for it?”
- “Where are the children in this photo? Would you like to go there?”
- “Why might this object be special to people?”
- “Do you like this food?” – taste, smell, appearance

Past and Present ELGs

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

People, Culture and Communities ELGs

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps

The Natural World ELGs

Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the season and changing states of matter.

Curriculum Area: Expressive Arts and Design

Curriculum ambitions - As artists we will:

- Perform stories, songs, poems and rhymes in front of an audience
- Create pieces of artwork inspired by an artist or a piece of music
- Design, plan and make something of interest to me
- Talk about what we have made, how we did it and what to improve.

Key Skills

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Vocabulary (including but not limited to)

Draw, line, paint, mix, brush, pattern, material, colour, texture, soft, hard, rough, smooth, print, mould, press, push, nip, pinch, roll, artist, rub, collage, press, fold, tie, stick, hold, construct, build, cut, shape, mould, press, push, join, mend, sculpt, design, make, music, instrument, sounds, loud, quiet, soft, hard, speed, quick, slow, story, beginning, middle, end, record, perform

Expressive Arts and Design Experiences

- Use of various artists and sculptors to inspire artwork eg Monet, Mondrian, Goldsworthy, Picasso, Kahlo
- Variety of equipment to experiment with - paint, powder paint, chalk, charcoal, pastels, clay, fabric pens, collage materials, watercolours
- Teaching of various techniques eg dabbing, smudging, splashing, dotting, collage, weaving, dyeing
- Continuous access to equipment such as different thickness paintbrushes, sponges, stampers, punches, different colours and thicknesses of card and paper, junk modelling materials
- Listening to music of different styles and from a range of cultures and eras.
- Items for role play – masks, costumes, scarves, fabric, props
- Use of books of famous art and sculpture as inspiration.
- Access to musical instruments, including those from around the world.

What adults might do – positive relationships

- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
- Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.
- Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.
- Play pitch-matching games, humming or singing short phrases for children to copy.
- Sing call-and-response songs, so that children can echo phrases of songs you sing.
- Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.
- Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.
- Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
- Encourage children to replicate choreographed dance moves, such as from pop songs or traditional dances around the world and to make up their own moves.

What adults might do – enabling environments

- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.
- Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.
- Provide related costumes and props for children to incorporate into their pretend play.
- Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.
- Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.
- Provide a range of instruments to pluck, strum, bang and blow.
- Provide pictures and books of art by famous artists.
- Provide a range of joining materials - stapler, masking tape, glue, string, split pins, treasury tags.
- Supply open ended props that can be used in lots of situations – fabric, large boxes, bricks
- Enrich the environment inside and out with objects to build and create, including commercial sets, found materials and natural materials.

Ideas for questions and comments

- “What are you going to build?”
- “Where can we look for ideas?”
- “What do you want to make?”
- “What will you need to do it?”
- “This doesn't stick together very well. What else could we use?”
- “Oh no, we don't have any green paint. How could we make some?”
- “I wonder what colour that will make?”
- “Why did you choose these colours?”
- “What do you think of this artist?”
- “Which picture do you like best?”
- “Which brush might be good for adding detail?”
- “What tools can we use to add texture to the clay? Can we add dots / lines / criss crosses”
- “Oh dear, the paint is running. Wipe your brush each time like this to stop the paint dripping.”
- “I can't think what to paint. Let's look at the book for ideas.”
- “Who has a favourite song?”
- “How does this music make you want to move?”
- “How does this music make you feel?”
- “Is this a fast song or a slow song?”
- “Do you think it's a happy song or a sad song?”
- “What sounds can you make with your instrument?”
- “Can you play it loudly / quietly?”
- “Can you join in clapping / tapping / nodding the beat?”
- “I wonder if anyone can tell me a story with the puppets?”
- “Would you like to try...?”
- “Which character would you like to be?”
- “How can you show they feel sad / happy / angry / upset / scared?”

Creating with material ELGs

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.

Being Imaginative and Expressive ELGs

Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.