

Focus	Letters and sounds	Early Years Outcomes	Possible resources/activities	Possible links with other areas of learning
<p>Storytelling [reading and talk] e.g. Tell me a story</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p>	<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>S –</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Listens to stories with increasing attention and recall. 	<p>Retell and create using:</p> <ul style="list-style-type: none"> ▪ story boxes ▪ props and puppets ▪ sequencing cards and pictures ▪ role-play/home corner (dressing-up) ▪ circle stories, storyteller’s chair ▪ masks and story maps 	<p>Expressive arts and design , e.g. <i>use their imagination in role play and stories, empathising with characters</i></p>
<p>Story Sack of the Week: narrative [reading, responding and awareness of print] e.g. Reading together</p>	<p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. 	<ul style="list-style-type: none"> ▪ Big books and story sack resources ▪ Taped stories ▪ Key questions related to text ▪ Sequencing picture cards 	<p>Personal, social and emotional development – according to content of story</p>

<p>Nursery Rhyme of the week [reading, talking and joining in] e.g. Rhyme time</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses intonation, rhythm and phrasing to make the meaning clear to others. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Shows interest in illustrations and print in books and print in the environment. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. 	<ul style="list-style-type: none"> ▪ Poetry posters and rhyme cards ▪ Musical instruments/voice ▪ Movement sequences/drama ▪ Text marking ▪ Matching words of interest ▪ Rhyme basket and resources 	<p>Expressive arts and design , e.g. <i>make simple musical instruments and use to accompany rhymes</i></p> <p><i>Recordable pegs/Tuff Cams to record performances.</i></p>
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<p>Print culture [reading and writing] e.g. Words, words, words, Words around us</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p>	<p>Communication & Language LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Builds up vocabulary that reflects the breadth of their experiences <p>Literacy R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully <p>W -</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> ▪ Environmental print (labels and signs) ▪ Familiar print (lunchboxes, birthday badges, logos, greeting cards) ▪ Comics ▪ Leaflets re animals and habitats. ▪ Diary – growth including bean diary. ▪ Signs and symbols – road, first aid etc. 	<p>Understanding of the world, e.g. <i>when taken on a print safari they are observant about their environment, they talk about what they see/how print can help us.</i></p>
<p>Objects and materials to stimulate interest [talk] e.g. Look what I've got! Looking at Mini-beasts, bug boxes and bugs collected on mini-beasts walk. Animals and habitats – school grounds.</p>	<p>Also see Phase 2 p48 re phoneme progression</p>	<p>Communication & Language LA –</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>U -</p> <ul style="list-style-type: none"> • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>) • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Responds to simple instructions, e.g. to get or put away an object • Beginning to understand 'why' and 'how' questions. <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall / relive experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> • Uses vocabulary focused on objects and people that are of particular importance to them 	<ul style="list-style-type: none"> ▪ Topic related artefacts and objects, e.g. toy collections, photos, interest table ▪ Show and tell ▪ Activities and games to extend vocabulary ('Guess my object') ▪ Describing, explaining, questioning and problem-solving. ▪ Discussion about how to care for living things. ▪ Non-fiction books about growth and animals / habitat 	<p>Understanding of the world, e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences</i></p>

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<p>'life-cycles' non-fiction texts to stimulate discussion and writing. [writing]</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p>	<p>Literacy W –</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make. •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places <p>Physical Development MH –</p> <ul style="list-style-type: none"> •Shows control in holding and using jugs to pour, hammers, books and mark-making tools •Beginning to use three fingers (tripod grip) to hold writing tools. •Imitates drawing simple shapes such as circles and lines • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> ▪ Photographs/pictures (to label) ▪ Zigzag books ▪ Songs / rhymes about animals, growth and habitats ▪ PowerPoint about life-cycles, habitats. ▪ Where animals live in the world – use of globe / maps. 	<p>Personal, social and emotional development, e.g. <i>they talk about the people who may have helped them – hospital, doctors etc,</i></p> <p><i>Role-play area – doctors, fire service.</i></p> <p><i>Looking after Our World.</i></p>
<p>Outdoor area [handwriting] e.g. Inside/Outside</p>	<p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p>Physical Development MH –</p> <ul style="list-style-type: none"> •Shows control in holding and using jugs to pour, hammers, books and mark-making tools •Beginning to use three fingers (tripod grip) to hold writing tools. •Imitates drawing simple shapes such as circles and lines • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>Literacy W –</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make. •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places 	<ul style="list-style-type: none"> ▪ Mark making on the ground/walls (water, mud, chalks) finger painting ▪ Salt, sand, foam and grain trays ▪ Bead threading, construction ▪ Stick twirling and ball games (see <i>Developing early writing</i>) ▪ Chalk boards, wipe boards and magnetic boards to aid mark making. 	<p>Physical development, e.g. <i>have opportunities to develop gross and fine motor control</i></p>
<p>Visit/Visitors [reading and writing] e.g. parent sessions, focus week sessions (creative and performing arts week).</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p>	<p>Literacy W –</p> <ul style="list-style-type: none"> •Distinguishes between the different marks they make. •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places <p>Communication & Language LA –</p> <ul style="list-style-type: none"> •Shows interest in play with sounds, songs and rhymes • Listens to others one to one or in small groups, when conversation interests them. 	<ul style="list-style-type: none"> ▪ Posters, invitations, letters to parents/carers ▪ Photographs to talk about, sequence and write captions ▪ Books ▪ Class book about activities from Creative / Performing Arts Week. 	<p>Understanding of the world, e.g. <i>talk readily about features in their immediate locality</i></p>

	<p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<ul style="list-style-type: none"> • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>U -</p> <ul style="list-style-type: none"> • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>) • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) • Responds to simple instructions, e.g. to get or put away an object • Beginning to understand 'why' and 'how' questions. <p>S -</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall / relive experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> • Uses vocabulary focused on objects and people that are of particular importance to them 		
<p>Seasonal/cultural interest [reading: non-fiction] e.g. Harvest, Birthdays, walk in woods, Diwali, Christmas, Creative/performing arts week visitors and activities.</p>		<p>Communication & Language</p> <p>LA -</p> <ul style="list-style-type: none"> • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>U -</p> <ul style="list-style-type: none"> • Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>) • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. <p>S -</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) • Beginning to use word endings (e.g. <i>going, cats</i>). • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). 	<ul style="list-style-type: none"> ▪ 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, packets, adverts ▪ Writing cards, making labels ▪ Big information books/sets ▪ Instructions and captions ▪ CDROMs ▪ Web sites ▪ visitors 	<p>Mathematical development Understanding of the world Expressive arts and design</p>

- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle'*

Literacy

W –

- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places

R -

- Shows interest in illustrations and print in books and print in the environment
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Talk for thinking

Looking at mini-beasts, caring for living things in the classroom, walk in woods, mini-beast hunt, animals and habitats, life-cycles.

Communication & Language

LA –

Listens with interest to the noises adults make when they read stories.

- Listens to others one to one or in small groups, when conversation interests them.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

U –

- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that? What's that? Where is it?*)
- Developing understanding of simple concepts (e.g. *big/little*).
- Understands use of objects (e.g. *What do we use to cut things?*)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

S –

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Learns new words very rapidly and is able to use them in communicating.
- Uses a variety of questions (e.g. *what, where, who*).
- Uses simple sentences (e.g. *Mummy gonna work.*)
- Beginning to use word endings (e.g. *going, cats*).
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle.*

Physical Development

MH –

- Imitates drawing simple shapes such as circles and lines.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools..
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Expressive Arts And Design

EUMM –

- Experiments with blocks, colours and marks.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

BI –

- Beginning to use representation to communicate, e.g. drawing a line and saying *That's me.*

- Malleable play (dough, clay, etc.)
- Sand and water trays
- Design and make (construction kits, toys, junk modelling)
- Cooking
- Describing, explaining, questioning and problem-solving.
- Role-play areas.
- Non-fiction texts about animals, habitats and life-cycles.

Physical development, e.g. *handle tools, objects, construction and malleable materials safely and with increasing control*

Understanding of the world, e.g. *build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary*

- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play

Storytelling [reading and talk] e.g. Tell me a story	Possible resources/activities Retell and create using: <ul style="list-style-type: none"> ▪ story boxes ▪ props and puppets ▪ sequencing cards and pictures 	Possible links with other areas of learning Expressive arts and design <ul style="list-style-type: none"> ▪ e.g. <i>use their imagination in role play and stories empathising with characters</i>
Letters and sounds		Early Years Outcomes
<p>Sounds</p> <p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression and also</p> <p>Developing early writing p.156-164</p>		<p>Communication & Language</p> <p>LA –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>U -</p> <ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. <i>big/little</i>). • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object <p>S –</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Learns new words very rapidly and is able to use them in communicating.1, 3 • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses intonation, rhythm and phrasing to make the meaning clear to others. <p>Literacy</p> <p>R -</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’. • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. <p>Expressive Arts And Design</p> <p>BI –</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying ‘<i>That’s me.</i>’ • Beginning to make-believe by pretending. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role-play