

Progression in Knowledge and Skills

EYFS - Reception

	COMMUNICATION AND LANGUAGE							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Can I sing familiar songs and rhymes? Can I engage in story time and join in with repeated phrases? Can I say whether I like or dislike something? Can I identify and talk about my emotions? Can I use longer sentences of 4 to 6 words? Can I use vocabulary to describe senses I am using? Can I understand why questions? Can I understand how to listen carefully and why listening is important?	Can I make comments about things I have observed? Can I answer a who question? Can I talk about myself? Can I express my own feelings about experiences? Can I use my language to describe different festivals? Can I listen to and talk about stories to build familiarity and understanding? Can I predict what word comes next in songs, poems and rhymes?	Can I start a conversation about a topic that interests me? Can I ask questions to find out more? Can I describe basic features of traditional stories? Can I engage in non- fiction books and describe their basic features? Can I answer a when question? Can I develop social phrases? Can I engage in a 1:1 (back and forth conversation) with a familiar adult or peer?	Can I describe familiar texts with detail using full sentences? Can I answer where and how questions? Can I describe events using some detail? Can I talk about myself and others? Can I begin to talk about why things happen using new taught vocabulary? Can I use vocabulary related to time to identify when things are happening/have happened? Can I participate in small group class discussions?	Can I engage in meaningful conversations with others? Can I use future and past tense when talking about personal events? Can I describe events in detail? Can I predict what might happen next in a story? Can I articulate my thoughts and ideas in well-formed sentences? Can I recall a range of taught facts? Can I participate in whole class discussions? Can I use talk to organise myself and my play?	Can I listen attentively and respond to what I hear with relevant questions? Can I talk confidently about why things happen using new vocabulary taught? Can I hold a conversation with back and forth exchanges? Can I connect one idea or action using a range of connectives when talking? Can I express a point of view? Can I make comments about what I have heard and ask questions to clarify understanding?			
	PERSON	AL SOCIAL AND EN	MOTIONAL DEVEL	OPMENT				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Can I find a way to cope when my parent leaves me?	Can I begin to talk about my emotions and being to manage them?	Can I explain my emotions in more detail and give reason for them e.g. I am sad	Can I confidently talk about my emotions? Can I be assertive in appropriate ways and	Can I moderate my feelings and emotions e.g. calming down after being upset?	Can I confidently talk about my emotions and feelings and explain how and why I feel the			

Can I become more	Can I enjoy a sense of	because they stole my	use talk to resolve	Can I consider the	way I do with good
independent walking	belonging through	toy?	conflicts?	feelings of others e.g.	understanding?
into school on my own	being involved in daily	Can I begin to	Can I show resilience in	going to children who	Can I understand why
and putting away my	tasks?	understand how others	the face of challenges	are upset?	others may feel happy
own things?	Can I build friendships	might be feeling	e.g. opening my drink?	Can I work towards	or sad because of
Can I create	with other children?	through facial	Can I follow rules	goals and show	events that have
attachments to peers or	Can I invite other	expressions and body	without reminders?	patience towards	happened?
staff members?	children to play,	language?	Can I understand	others and control my	Can I listen to the
Can I begin to show	seeking out	Can I follow rules more	people should listen to	own behaviour without	teacher and always
confidence in new	companionship with	without many	me just as I should	reminders from adults?	respond to them
social situations?	adults and other	reminders?	listen to them?	Can I be confident	appropriately?
Can I become more	children, sharing	Can I understand why	Can I manage my	when trying new	Can I follow instructions
outgoing with	experiences and play	we have rules?	feeling more and	activities?	from my teacher, even
unfamiliar people, in	ideas?	Can I have a preference	tolerate situations in	Can I explain the	when given several
the safe context of the	Can I ask questions	when playing e.g. small	which my wishes	reasons for why we	actions?
setting?	about people and begin	world or outdoors?	cannot be met?	have rules?	Can I show
Can I build friendships	to notice similarities	Can I manage my own	Can I play with one or	Can I develop in	perseverance in the
with others?	and differences?	needs more frequently?	more children and	confidence,	face of challenge?
Can I select and use	Can I engage with	Can I become more	converse with them to	independence,	Can I understand right
activities and resources,	others, including to	outgoing with	extend play?	resilience, and	from wrong and try to
with help when	reach my own goals?	unfamiliar people	Can I begin to find	perseverance?	behave accordingly?
needed?	Can I seek adult support	within my setting?	solutions to conflicts?	Can I think about the	Can I manage my own
Can I express myself	to find compromises?	Can I form and maintain	e.g. when two people	perspective of others?	basic hygiene and
e.g. smile, cry?	Can I develop my	a positive relationship,	want the bike use the	Can I develop an	personal needs e.g.
Can I say what I want	control and begin to	finding a special friend?	timer to take turns.	understanding of and	dressing, toileting and
e.g. asking for a toy?	turn take and not push	Can I be outgoing	timer to take turns.	interest in differences	healthy food choices?
Can I begin to talk	or hurt others?	towards people and	Can I explore how to	of gender, ethnicity,	Can I show confidence
about my emotions	Can I make simple	willing to try new	keep my body healthy?	and ability?	when playing and
using words like	decisions for myself e.g.	things?		Can I recognise that I	talking to adults and
'happy', 'sad', 'angry' or	having juice or milk?	Can I being to talk	Can I have multiple	belong to different	friendship peers?
'worried'?	Can I become more	about why keeping	positive friendly	communities and social	Can I work and play co-
Can I express my needs	responsible?	healthy both mentally	relationships with	groups and	operatively, including
e.g. Saying I am	Can I begin to	and physically is	children and adults in	communicate freely	turn taking, with
hungry?	understand I need to	important?	my setting?	about home and	others?
	look after myself e.g.			community?	

Can I begin to have confidence in myself? Can I take part in pretend play? Can I learn about and practice good dental hygiene and why it is important?	keeping safe, going to the toilet? Can I show confidence when being taken out of my setting by a staff member?		Can I say what I do well and what I am getting better at?		Can I show sensitivity to my own needs? Can I show sensitivity to others' needs?
	-	PHYSICAL DE	VELOPMENT		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor: Can I use a prone	Fine Motor: Can I correctly form	Fine Motor: Can I pivot my elbow	Fine Motor: Can I pivot my wrist for	Fine Motor: Can I use a pencil and	Fine Motor: Can I hold a pencil
position laying on the	some letters from my	for large-scale	smaller scale	holds it effectively to	effectively in
floor, as I begin to prop up my body for writing? Can I develop some	phonics programme? Can I correctly form some letters form my	movements from side- to-side and up and down - Elbow takes	movements to grasp and grip small-scale marks with finer tools?	form recognisable letters, most of which are correctly formed?	preparation for fluent writing- using the tripod grip?
core stability? Can I pivot my shoulder	name? Can I develop a pincer	over more work from the shoulder?	Can I consistently use a dominant hand?	Can I begin to reduce the size of my letters?	Can I isolate and move different fingers, e.g.
using upper body strength, e.g. swinging, pushing and lifting?	grip? - I may still be determining which hand to use.	Can I sometimes hold a pencil correctly with support?	Can I hold a pencil with a tripod pincer grip? Can I form the letters	Can I pivot my wrist for smaller scale movements to grasp	show finger numbers, use identified fingers to pinch, press, and use a
Can I hold a pencil in a palmar or digital grip? Can I show a preference	Can I draw a vertical cross? Can I manipulate a	Can I form most letters of my name? Can I begin to sit some	for my first name correctly? Can I sit most letters	and grip small-scale marks with finer tools? Can I sit all the letters	pincer grip, etc. showing strength in fingertips?
for a dominant hand? Can I record a straight vertical line?	range of tools and materials in one hand? Can I use simple tools	letters on the line? Can I draw a square? Can I manipulate a	onto the line? Can I draw diagonal lines to the left, and	on the line? Can I draw a triangle? Can I handle tools,	Can I form lower-case and capital letters correctly which are
Can I record a horizontal straight line? Can I record a circle?	to effect changes to materials?	range of tools and equipment in one hand, including paintbrushes,	right? Can I draw a cross using diagonal lines?	objects, construction, and malleable materials safely and with	small, neat and consistently sized? Can I use a range of
Can I make an attempt at my name?	Gross motor/Complete	scissors, hairbrushes, toothbrush, scarves or	Gross motor/Complete	increasing control and intention?	tools competently, safely and confidently,
	PE:	ribbons?	PE:		including scissors, paint brushes and cutlery?

Gross Motor/Complete	Can I grasp and release	Gross Motor/Complete	Can I create big	Gross motor/Complete	Can I develop the
PE:	with two hands?	PE:	movements and	PE:	foundations of a
Can I experiment	Can I push a ball with	Can I match my	balances on the floor	Can I kick a ball with my	handwriting style which
moving in different	increasing control,	developing physical	and apparatus? (CP)	dominant foot with	is fast, accurate and
ways? (CP)	using my dominant	skills to tasks when	Can I apply movement	increasing control? (CP)	efficient?
Can I complete a	hand? (CP)	deciding how to do	ideas with a partner,	Can I explore kicking	Can I sit up tall at the
circuit? (CP)	Can I roll a ball towards	something?	copying and following	the ball in different	table with my feet on
Can I move my body	a target with my hands?	Can I start to take part	each other? (CP)	ways? (CP)	the floor?
with big actions? (CP)	(CP)	in some group activities	Can I create	Can I play by the rules?	
Can I add movements	Can I pat or bounce a	which I have made-up	movements that have	(CP)	Gross motor/Complete
together? (CP)	ball with increasing	myself?	meaning? (CP)	Can I move the ball	PE:
	control? (CP)	Can I collaborate with	Can I make shapes in	using different parts of	Can I play fairly in a
	Can I move into spaces	others to manage large	high, low, big and small	my feet? (CP)	team? (CP)
	to avoid other pupils?	items, such as moving a	ways?	Can I try to use the	Can I understand the
	(CP)	long plank safely,	Can I create a frozen	insides and outsides of	need to prevent
	Can I travel with	carrying large hollow	position? (CP)	my feet? (CP)	attackers from scoring a
	confidence?	blocks?	Can I run, skip and jump	Can I adjust my speed	point? (CP)
	Can I create a	Can I use the right	in time to the music?	and change direction?	Can I follow instructions
	movement sequence	resources to carry out	(CP)	(CP)	in a game? (CP)
	with a partner? (CP)	my own plan?		Can I pass the ball with	Can I encourage team
				my dominant foot with	members? (CP)
		Complete PE:		increasing control? (CP)	
		Can I throw a beanbag			
		with increasing control			
		with my dominant			
		hand? (CP)			
		Can I use an underarm			
		throw?			
		Can I roll a ball with			
		increasing control? (CP)			
		Can I experiment			
		moving in different			
		way, moving high and			
		low, thinking of my own			
		ideas? (CP)			

		Can I make shapes with my body that are silent and still? (CP) Can I jump and land safely? (CP) Can I travel with confidence over and under, through, along			
		and across apparatus?			
		(CP)			
		MA	THS		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can I match objects?	Can I identify and name	Can I identify zero?	Can I explore length?	Can U build numbers	Can I explore sharing?
I can match pictures	circles and triangles?	Can I find 0 to 5?	Can I compare length?	beyond 10 (10-13)?	Can I share equally?
and objects?	Can I compare circles	Can I subitise 0 to 5?	Can I explore height?	Can I continue patterns	Can I explore grouping?
Can I identify a set?	and triangles?	Can I represent 0 to 5?	Can I compare height?	beyond 10? (10-13)	Can I group objects?
Can I sort objects to a	Can I identify shapes in	Can I find 1 more (0 to	Can I talk about time?	Can I build numbers	Can I share with odd
type?	the environment?	5)?	Can I order and	beyond 10? (14-20)	and even numbers?
Can I explore sorting	Can I describe simple	Can I find 1 less (0 to	sequence time?	Can I continue patterns	Can I play with a build
techniques?	position?	5)?	Can I find 9 and 10?	beyond 10? (14-20)	doubles?
Can I create sorting	Can I find 4 and 5?	Can I talk about the	Can I compare numbers	Can I count verbally	Can I identify units of
rules?	Can I subitise 4 and 5?	composition of	to 10?	beyond 20?	repeating patterns?
Can I compare size?	Can I represent 4 and	numbers? (0 to 5)	Can I represent 9 and	Can I complete vernal	Can I create my own
Can I compare mass?	5?	Can I compare mass?	10?	counting patterns?	pattern rules?
Can I compare	Can I identify 1 more	Can I find a balance?	Can I subitise	Can I add more	Can I explore my own
capacity?	than 4 or 5?	Can I explore capacity?	conceptually to 10?	Can I identify how many	pattern rules?
Can I explore simple	Can I identify 1 less	Can I compare	Can I find 1 more? (0-	have been added?	Can I replicate and build
patterns?	than 4 or 5?	capacity?	10)	Can I take away?	scenes and
Can I copy and continue	Can I talk about the	Can I find 6,7 and 8?	Can I find 1 less? (0-10)	Can I identify how many	constructions?
simple patterns?	composition of 4 and 5?	Can I represent 6, 7 and	Can I talk about the	have been taken away?	Can I visualise from
Can I create simple	Can I identify and name	8?	composition of	Can I select a shape for	different positions?
patterns?	shapes with 4 sides?	Can I find 1 more than	numbers to 10?	purpose?	Can I give instructions
Can I find 1, 2 and 3?		6, 7 and 8?		Can I rotate shapes?	to build?

Can I subitise 1,2 and 3? Represent 1,2 and 3? Can I identify 1 more than 1,2 and 3? Can I identify 1 less than 1,2 and 3? Can I talk about the composition of 1,2 and 3?	Can I combine shapes with 4 sides? Can I find shapes in the environment? Can I describe time related events that happen during the day and night?	Can I find 1 less than 6,7 and 8? Can I make pairs – odd and even? Can I double to 8? Can I combine 2 groups? Can I subitise conceptually?	Can I identify bonds to 10? Can I make arrangements of 10? Can I identify and make doubles to 10? Can I explore even and odd? Can I recognise and name 3-D shapes? Can I find 2-D shapes within 3-D shapes? Can I use 3-D shapes for tasks? Can I find 3-D shapes in the environment? Can I identify more complex patterns? Can I copy and continue patterns? Can I identify patterns	Can I manipulate shapes? Can I explain shape arrangements? Can I compose shapes? Can I decompose shapes? Can I copy 2-D shape pictures? Can I find 2-D shapes within 3-D shapes?	Can I explore mapping? Can I represent with models? Can I create my own maps from familiar places? Can I create my own map and plans from story situations?
			in the environment?		
		LITERACY	- READING		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 to 4 reading: Can I understand the five key concepts about print? Print has meaning - print can have different purposes - we read English text from left to right and	3 to 4 reading: Can I understand the five key concepts about print? Print has meaning - print can have different purposes - we read English text from left to right and	3 to 4 reading: Can I understand the five key concepts about print? Print has meaning - print can have different purposes - we read English text from left to right and	3 to 4 reading: Can I develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with	3 to 4 reading: Can I develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with	3 to 4 reading: Can I develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with
from top to bottom -	from top to bottom -	from top to bottom -	the same initial sound,	the same initial sound,	the same initial sound,

the names of the	the names of the	the names of the	such as money and	such as money and	such as money and
different parts of a	different parts of a	different parts of a	mother?	mother?	mother?
book - page sequencing	book - page sequencing	book - page sequencing		Can I engage in	Can I engage in
			Reception reading:	extended conversations	extended conversations
Reception reading:	Reception reading:	Reception reading:	Can I read simple	about stories, learning	about stories, learning
Can I read individual	Can I read individual	Can I blend sounds into	phrases and sentences	new vocabulary?	new vocabulary?
letters by saying the	letters by saying the	words, so that I can	made up of words with		
sounds for them?	sounds for them?	read short words made	known letter- sound	Reception reading:	Reception reading:
Can I blend sounds into	Can I blend sounds into	up of known letter-	correspondences and,	Can I read simple	Can I read simple
words, so that I can	words, so that I can	sound	where necessary, a few	phrases and sentences	phrases and sentences
read short words made	read short words made	correspondences?	exception words?	made up of words with	made up of words with
up of known letter-	up of known letter-	Can I read some letter	Can I read some letter	known letter– sound	known letter– sound
sound	sound	groups that each	groups that each	correspondences and,	correspondences and,
correspondences?	correspondences?	represent one sound	represent one sound	where necessary, a few	where necessary, a few
	Can I read a few	and say sounds for	and say sounds for	exception words?	exception words?
	common exception	them?	them?	Can I read a few	Can I read a few
	words matched to the	Can I read simple	Can I read a few	common exception	common exception
	school's phonic	phrases and sentences	common exception	words matched to the	words matched to the
	programme?	made up of words with	words matched to the	school's phonic	school's phonic
		known letter-sound	school's phonic	programme? Can I re-	programme? Can I re-
		correspondences and,	programme?	read books to build up	read books to build up
		where necessary, a few		my confidence in word	my confidence in word
		exception words?		reading, fluency,	reading, fluency,
		Can I read a few		understanding and	understanding and
		common exception		enjoyment?	enjoyment?
		words matched to the			Can I begin to change
		school's phonic			my expression in my
		programme?			reading?

LITERACY - WRITING							
Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1		
Can I recognise spoken	Can I represent words	Can I represent words	Can I represent words	Can I represent words	Can I represent words		
words can be	in print, segmenting	in print, segmenting	in print, segmenting	in print, segmenting	in print, segmenting		
represented in print?	using known GPCs to	using known GPs to	using growing number	using a growing number	using a growing number		
Can I begin to represent	make phonemically	make phonetically	of GPCs to make	of GPCs to make	of GPCs to make		
a word with an initial	plausible attempts at	plausible attempts at	phonemically plausible	phonemically plausible	phonemically plausible		
sound or make	spelling?	spelling?	attempts at spelling?	attempts at spelling?	attempts at spelling?		
phonemically plausible	Can I recognise high	Can I recognise high	Can recall taught high	Can I recall taught high	Can I recall taught high		
attempts at spelling?	frequency words: I, the,	frequency words: I, the,	frequency words?	frequency words?	frequency words and		
Can I recognise high	to, into, no, go, so, he,	to, into, no, go, so, he,			new words have, like,		
frequency words: I, the,	me, we, be, she and	me, we, be, she, was,	Can I orally rehearse	Can I orally rehearse	some, come?		
to, into, no, go and so?	was?	my, by, her, you, they	and recall sentences	and write short			
-		all and are?	prior to writing?	sentence with known	Can I orally rehearse		
Can I orally rehearse	Can I orally rehearse		Can I connect one idea	letter correspondences	and write short		
sentences and word	sentences and word	Can I orally rehearse	or action using a range	using a capital letter	sentence with known		
count the number of	count the number of	sentences and word	of connectives?	and full stop that can	letter correspondences		
words prior to writing?	words spoken prior to	count the number of	Can I write short	be read by myself and	using a capital letter		
Can I focus on a simple	writing?	words spoken prior to	sentences with words	others?	and full stop that can		
sentence – subject,	Can I focus on a simple	writing?	with known letter	Can I re read what I	be read by myself and		
verb object?	sentence – subject,	Can I connect one idea	sound	have written to check	others?		
Can I combine words to	verb, object?	or action using a wide	correspondences, using	that I make sense?	Can I re read what I		
make labels, captions,	Can I combine words to	range of connectives?	a capital letter and a	Can I combine words to	have written to check		
lists, phrases and short	make labels, captions,	Can I re-read what I	full stop?	make labels, captions	that I make sense?		
sentences?	lists, phrases and short	have written to check	Can I re-read what I	and short sentences?	Can I combine words to		
	sentences?	for meaning?	have written to check	Can I join words and	make labels, captions		
Can I listen to and talk		Can I focus on simple	that it makes sense?	clauses using	and short sentences?		
about stories to build	Can I listen to and talk	sentences – subject	Can I combine words to	connectives (e.g. and)?	Can I join words and		
familiarity and	about stories to build	verb object	make labels, captions,		clauses using		
understanding?	familiarity and	Can I combine words to	lists, phrases and short	Can I learn new	connectives (e.g. but,		
Can I learn new	understanding?	make labels, captions,	sentences?	vocabulary from texts?	because, and)?		
vocabulary from the	Can I learn new	lists, phrases and short	Can I join words using	Can I recognise four			
text?	vocabulary from texts?	sentences?	and?	parts of a simple			

Can I recognise the four	Can I recognise four	Can I join words and	Can I join words and	narrative – opening,	Can I learn new
parts of simple	parts of a simple	clauses using and?	clauses using and?	build up, problem and	vocabulary from texts?
narrative (opening,	narrative (opening,			ending?	Can I recognise four
build up, problem and	build up, problem and	Can I listen to and talk	Can I listen to and talk	Can I tell stories making	parts of a simple
ending)?	ending)?	about stories to build	about stories to build	use of recently	narrative – opening,
Can I begin to retell	Can I retell the story –	familiarity and	familiarity and	introduced vocabulary	build up, problem and
familiar stories and	some as exact	understanding?	understanding?	from known stories, no-	ending?
texts in my own words	repetition and some in	Can I learn new	Can I learn new	fiction and poems?	Can I tell stories making
and/or exact	my own words,	vocabulary from texts?	vocabulary from texts?	Can I retell the story –	use of recently
repetition?	including once upon a	Can I recognise the four	Can I recognise four	some as exact	introduced vocabulary
Can I use correct letter	time, then, so, first,	parts of a simple	parts of a simple	repetition and some in	from known stories, no-
formation?	next and finally?	narrative (opening,	narrative (opening,	my own words	fiction and poems?
Can I separate words	Can I sequence	build up, problem and	build up, problem and	including, once upon a	Can I retell the story –
with spaces?	sentences to form short	ending?)	ending)?	time, then one night,	some as exact
	narratives?	Can I retell a story,	Can I retell a story,	the next morning, then	repetition and some in
		some as exact	some as exact	one ordinary day?	my own words
	Can I use correct letter	repetition and some in	repetition and some in	Can I sequence	including, Once upon a
	formation?	my own words	my ow words including,	sentences to form short	time, the, suddenly and
	Can I separate words	including once upon a	once upon a time, so,	written narratives?	late that night?
	with spaces?	time, so, the very next	soon and suddenly?		Can I sequence
	Can I use the personal	day and suddenly?	Can I sequence	Can I use correct letter	sentences to form short
	pronouns, I and he?	Can I sequence	sentences to form short	formation?	written narratives?
		sentences to form short	narratives?	Can I separate words	
		narratives?		with spaces?	Can I use correct letter
			Can I use correct letter	Can I use capital	formation?
		Can I use correct letter	formation?	letters?	Can I separate words
		formation?	Can I separate words	Can I use the personal	with spaces?
		Can I separate words	with spaces?	pronouns I, he and she?	Can I use capital letters
		with spaces?	Can I use capital	Can I use full stops?	for names?
		Can I use capital	letters?		Can I use the personal
		letters?	Can I use the personal		pronouns I, he and she?
		Can I use the personal	pronouns I, he and she?		Can I use full stops?
		pronouns, I, she and	Can I use full stops?		
		he?			
		Can I use full stops?			

UTW							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Can I talk about	Can I understand the	Can I comment on	Can I make	Can I sequence key	Can I use books and		
members of my	terms before and after?	objects and images of	comparisons between	memories that	accounts to make		
immediate family?	Can I understand time	familiar situations	historical figures or	happened in my life?	comparisons between		
Can I sequence family	passes in order?	within the past?	familiar objects or	Can I begin to sequence	familiar objects,		
members according to	Can I show an	Can I sequence family	situations from the past	memories in the lives of	familiar situations, and		
name/size?	awareness of morning,	members according to	using story books and	others e.g. my family	people from the past		
Can I develop a positive	dinnertime, afternoon,	their age, explaining	information books?	members?	and the present?		
attitude in	and evening, describing	who they are and the	Can I describe	Can I order the days of	Can I talk about the		
understanding about	day and night?	key differences in what	memories that have	the week?	lives of the people		
the differences	Can I talk about stars	they can and cannot	happened in my own	Can I talk about how	around me and their		
between people?	and where we would	do?	life?	the weather changes	roles?		
Can I comment on	find them?	Can I understand there	Can I retell my daily	(Spring to Summer),	Can I understand som		
recent photos and	Can I understand that	are days of the	routines/ weekly	naming all 4 seasons of	similarities and		
pictures of celebrations	Earth is part of the solar	week/months of the	routines in sequence?	the year?	differences between		
in my own life?	system?	year and begin to name	Can I name the days of	Can I comment on the	different religious and		
Can I describe what	Can I sequence family	these?	the week/the seasons	differences between	cultural communities		
type of home I live in?	members according to	Can I use words to	of the year?	people's beliefs and	this country, drawing		
Can I understand that	their age and describe	sequence, e.g., first,	Can I understand that	how they celebrate and	on my experiences an		
different countries have	who they are, e.g.,	then, next, after that, in	places of worship are	live their lives?	what has been read in		
different homes?	baby, toddler, child,	the end?	special to people, and	Can I use photos, maps,	class?		
Can I explore my new	teenager, adult,	Can I talk about events	know why people go	books and my own	Can I explain some		
classroom and create a	elderly?	using the present and	there?	experiences in order to	similarities and		
pictorial map of the	Can I talk about familiar	past tense?	Can I show a positive	compare different	differences between		
area?	occupations of family	Can I identify everyday	attitude in talking about	places and	the coast and the		
Can I show some	members?	heroes?	and explaining the	environments across	countryside, naming		
awareness of the time	Can I talk about recent	Can I name different	differences between	the world?	geographical features		
of day linked to new	and past events in my	religious places of	people?	Can I understand that	Can I understand and		
routines?	own life?	worship?	Can I use photos, maps,	living things and	explain why animals		
Can I name and talk	Can I understand that	Can I comment on	books and my own	materials can change?	live in different		
about familiar features	there are different	familiar experiences	experiences in order to		environments,		
that I see in my own	places of worship?		compare different		,		

environment	Can I understand that	that I have shared in my	places and	Can I experiment with	comparing land and
(home/school)?	there are differences in	own life?	environments across	making changes to	sea?
Can I understand that	what people believe?	Can I retell key events	the UK?	materials?	Can I explain some
there are places of	Can I explain key	, such as, visits to the	Can I describe, make	Can I ask and answer	similarities and
worship near to where I	features of my home	dentist, holidays, and	comparisons and talk	'how' and 'why'	differences between
live and talk about	and the homes of	day trips?	about changes of	questions, such as how	life in this country and
things I believe in?	others?	Can I notice that some	materials?	things happened and	life in other countries,
Can I notice changes	Can I talk about local	places and	Can I identify and	how things work?	drawing on knowledge
with some adult	places and	environments are	describe some animals?	Can I notice links	from stories, non-
support?	environments?	different to the place	Can I explain a simple	between cause and	fiction texts and (when
Can I explore different	Can I explore	where I live?	lifecycle, E.g. butterfly,	effect as I explore	appropriate) maps?
materials in relation to	collections of different	Can I identify simple	chicks, or frogs?	changes?	Can I describe my
the weather/things	materials with similar	similarities and	Can I show care and	Can I use the correct	immediate
found in the	and different	differences, E.g.	respect for living	basic scientific	environment using
environment?	properties?	comparing Winsford to	things?	vocabulary to describe	knowledge from
Can I explore how	Can I name some	another location?	Can I explain where a	parts of plants?	observations,
things work and talk	common materials, e.g.	Can I understand that	range of animals live?	Can I make close	discussions, stories,
about what I can see?	sand, wood, glass,	living things, objects	Can I comment on	observations of plants	non-fiction texts and
Can I talk about how	brick, clay, fabric etc	and materials can	images of a wide range	in the natural world and	maps?
the weather changes	with adult support,	change?	of celebrations such as	talk about what they	Can I understand some
(Autumn to Winter)?	describing properties?	Can I talk about how	Diwali, Easter,	need to survive?	important processes
Can I name some types	Can I talk about the	the weather changes	Christmas, and Chinese	Can I comment on	and changes in the
of weather?	clothes that I need for	(Winter to Spring)?	New Year?	images of a wide range	natural world around
Can I understand the	different seasons/	Can I comment on		of celebrations such as	me, including seasonal
changes in the	weather and why?	images of a wide range		Diwali, Easter,	changes?
environment due to the	Can I comment on	of celebrations such as		Christmas, and Chinese	Can I understand how
changes in the seasons?	images of a wide range	Diwali, Easter,		New Year?	animals grow and
Can I comment on	of celebrations such as	Christmas, and Chinese			change?
images of a wide range	Diwali, Easter,	New Year?			Can I understand how
of celebrations such as	Christmas, and Chinese				plants grow and
Diwali, Easter,	New Year?				change?
Christmas, and Chinese					Can I comment on
New Year?					images of a wide range
					of celebrations such as
					Diwali, Easter,

					Christmas, and Chinese New Year?
		F/	ND .		New real!
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can I use hands and	Can I hold a paintbrush/	Can I hold the	Can I select and use	Can I use control to	Can I use control to
fingers for painting?	printing tools in the	paintbrush with the	thin brushes to add	correctly hold and paint	correctly hold and paint
Can I enjoy using hands,	palm of my hand?	correct grip with some	detail and hold the	carefully in the lines?	carefully in the lines?
feet and fingers to	Can I use brushes of	reminders?	brush with a tripod	Can I add white or black	Can I independently
make marks?	different sizes?	Can I draw faces with	grip?	to alter a shade or tint	select additional tools
Can I use pre-made	Can I paint enclosed	more detailed features?	Can I use primary	of paint?	to add details and
paints and name most	spaces using lines and	Can I independently	colours to make	Can I paint simple	improvements to
colours?	gives meaning?	print simple shapes,	secondary colours, e.g.	shapes for other	pictures, e.g., stamps
Can I make marks by	Can I begin to	using the space to build	green, orange and	objects?	and rollers?
drawing circles and	understand that to	up my composition?	purple?	Can I independently	Can I create warm and
lines?	print, I must press	Can I draw/paint potato	Can I draw bodies and	print clear	cold colours?
Can I print some simple	down and carefully lift	people with no body or	shapes for objects that	representations to	Can I paint with detail
shapes with an adult	off the printing tool?	missing arms/legs?	are an appropriate size	create full pictures,	including finer details
working with me 1:1	Can I draw enclosed	Can I draw simple	and have some	without any support	such as fingers, ears,
guiding my hand, so I	spaces using lines and	shapes for other	features?	and add details?	hair styles or items onto
press and lift off?	give meaning?	objects?	Can I join items in a	Can I draw with detail	features?
Can I produce a product	Can I draw faces with	Can I add a range of	variety of ways, e.g.	including finer details	Can I paint from
that is all one texture?	basic features?	textures, e.g., smooth,	sellotape, hole	such as fingers, ears,	observation by making
Can I use glue sticks to	Can I add additional	rough, bendy and hard -	punches, string, glue,	hair styles or items	a careful study and
join pieces?	textures, e.g. rough or	weaves through a	masking tape and	onto features?	then include features
Can I create my own	smooth - begin to	simple loom?	ribbon?	Can I draw landscapes	and details in the
piece of art -picture or	weave?	Can I join items using	Can I make something	with backgrounds,	pictures?
model?	Can I use glue spatulas	tapes - masking and	with clear intentions	cityscapes and	Can I independently
Can I make marks in the	and pva glue to join	sellotape - cutting	from start to finish?	buildings, including	print very careful
clay/ dough?	pieces - knowing that	lengths needed?	Can I work	objects within these	representations to
Can I work with	pva is stronger than	Can I create my own	independently to	scenes, e.g. furniture	create full pictures,
independence to try	using the glue stick?	piece of art with some	develop my ideas?	and natural objects?	without any support
and develop basic	Can I manipulate the	details, and begin to	Can I adapt and	Can I use an improved	and add fine details?
skills?	clay/ dough by	self-correct any	improve my models	vocabulary to explain	Can I draw from
	squashing, rolling,	mistakes?	with added features?	and describe the range	observation by making

					<u> </u>
Can I hold the scissors	pinching, twisting and	Can I make something	Can I add	of textures being used,	a careful study and
with two hands,	cutting?	and give meaning to it?	improvements to	e.g. flexible or rigid?	then include features
learning how the blades	Can I develop and share	Can I work with my	ensure stability, scale	Can I join items which	and details in the
close and open?	my ideas with support	friend to copy, share	and that it fits the	are cut, torn and glued?	pictures?
Can I begin to cut along	from my peers or an	and develop ideas	purpose?	Can I return to my piece	Can I draw fine detailed
the paper with support	adult?	together?	Can I design, build,	of artwork/model on	portraits, imaginative
from a helping hand	Can I join construction	Can I cover and bridge	review and adapt my	another occasion to	worlds, landscapes,
holding the paper?	components by	in my constructions by	constructions to ensure	edit and improve,	cityscapes, buildings
Can I build by stacking	pushing, clicking,	adding towers, roofs,	they fit the purpose?	adding details and	and objects from
vertically?	twisting, and snapping?	bridges, and more	Can I combine	features to enhance?	making close
Can I make enclosed	Can I build horizontally?	detailed features?	materials, shapes, and	Can I use a variety of	observation?
spaces and shapes such	Can I tessellate basic	Can I balance items?	textures to add details	techniques and shapes	Can I make
as walls, tunnels, and	shapes?	Can I explore and add	and complexity?	to sculpt?	collages/mosaics
houses?	Can I hold the scissors	moving parts to my	Can I work on a large	Can I plan and create	adding details with a
Can I explore small	and open and close the	constructions?	and small scale?	collaboratively, sharing	wide range of textures
worlds such as farms,	blades?	Can I snip the paper	Can I cut a curved line?	my ideas with my peers	and describes these?
castles, doll's houses	Can I make small snips	and move the scissors	Can I cut a circle shape,	and developing my	Can I review my own
and garages?	into the paper?	forward?	cutting around the	ideas further?	work?
Can I join in with small	Can I create my own	Can I cut along a	shape with round	Can I carefully develop	Can I discuss strengths
world play that retells	piece of art and gives	straight line, improving	edges?	and share my ideas,	and areas for
simple stories, events	meaning?	in accuracy?	Can I return to my piece	experiences, and	improvement?
and rhymes?	Can I snip the paper	Can I create my own	of artwork on another	imagination	Can I make considered
Can I join in with role	and move the scissors	piece of art with some	occasion to edit and	independently or	improvements?
play that retells simple	forward?	details, self-correcting	improve my work?	collaboratively?	Can I carefully select
stories, events and	Can I take part in	mistakes?	Can I add details and	Can I add	additional materials to
rhymes?	pretend and small	Can I enhance small	features to enhance my	improvements to	incorporate and
Can I play with familiar	world play using objects	world play by adding	model?	ensure stability, scale	enhance my model?
resources, e.g. main	to represent something	my own resources and	Can I make imaginative	and that it fits the	Can I design, build,
items in the home	else that may not be	constructions?	and complex small	purpose?	review and adapt my
corner?	similar?	Can I begin to develop	world scenes using	Can I cut out a square	constructions to ensure
Can I use my voice for	Can I take part in	complex stories?	construction kits,	shape?	they fit the purpose?
whispering, speaking,	pretend play using	Can I enhance my role	wooden blocks, and	Can I use small world	Can I combine
singing, and shouting?	objects to represent	play by adding my own	loose parts?	resources to retell a	materials, shapes, and
Can I clap my hands on	something else that	resources and		familiar event or known	textures to add details
the strong beat?	may not be similar?	constructions?		story in the correct	and complexity?

Can I walk to the beat? Can I drum the beat? Can I tap the beat with singing?Can I begin to develop complex storylines? can I chant words to my fingers whilst can I tap the beat using a variety of different instruments/surfaces?Can I user wy experiences and known stories?Can I log in to develop using my own can I tap the beat using a variety of different instrument to the beat up and down, side to side and behind me? Can I chant a rhyme and stories and storylCan I cap tap click, and characters into my present to the space?Can I cap tar around complex storylines? Can I and the space? Can I sing a loud sound?Can I ack part in group produces with hands? Can I cap tap, click, drum with my fists and for others to copy?Can I cap tar around complex storylines? Can I ack part in group can I cap tap, click, drum with my fists and for others to copy?Can I sing a loud sound? Can I sing a loud sound?Can I ack part in group present or tetell a known story, can I cap tap, click, drum with my fists and for others to copy?Can I cap around can I pay pitch matching games?Can I sing a loud sound? Can I sing the 'call' pat' of a song? Can I sing the 'call' pat' of a song?Can I work on a large can I cap tar around complex storylines? Can I cap a rhythm?Can I cap a rhythm?Can I cap a rhythm? Can I cap a rhythm?Can I cap a rhythm? Can I cap a rhythm?Can I cap a rhythm? for others to copy?Can I sing the 'call' pat' of a song?Can I sing in a group or on my own, increasingly matching games?Can I sing a loud sound? can I sing in a group or on my own, increasingly matching the pitch and following the melody?Ca	Can I walk to the head?	Can Luca mu aut	Con Lhogin to develor	Care Luca mu		Con Lucarly and Lance
Can I tap the beat with my fingers whilst singing? Can I tap the beat using a variety of different instruments/surfaces?simple storylines? can I tap the beat using a variety of different instrument to the beat up and down, side to side and behind me? Can I clap a rhythm?using my own experiences and known stories?complex storylines? can I sing a loud sound? Can I sing and play in the 'space' (gap in instrument to the beat up and down, side to side and behind me? Can I clap a rhythm? Can I clap a rhythm?using my own experiences and known stories?complex storylines? Can I sing a loud sound? Can I sing a loud sound? Can I sing an gloup or to an I sing a loud sound? Can I sing and play in the 'space' (gap in instrument to the beat up and down, side to side and behind me? Can I chan a rhyme and step in rhythm, creating an ostinato? Can I clap a rhythm?using my own experiences and known stories to copy?and characters into my pretend play? Can I understand pitch gets high as you move up and down a xylophone? Can I produce a rhythm for others to copy?and characters into my pretend play? Can I sing the fireth stores with others? Can I sing the internet. Stories with others? Can I sing an group or on my own, increasingly matching the pitch and following the melody? Can I listen attentively to music, move and talk about musical and express my feelings and response? Can I use taught musical vocabulary toCan I can gap and pretend play? Can I sing a loud sound? Can I sing and play inthe site and sound start and sound start and sound start and sound start and sories with othe		-		-		-
my fingers whilst singing?Can I chant words to make a rhythm?experiences and known stories?Can I sing a high sound? Can I sing a loud sound? Can I sing a loud sound? Can I take part in group role play to retell a known story, Can I athe beat using a variety of different instruments/surfaces?Can I shake an instrument to the beat up and down, side to side and behind me? Can I chant a rhyme and step in rhythm, creating an ostinato? Can I clap a rhythm?Can I cap tap, click, drum with my fists and side my palms? Can I cap a rhythm?Can I cap tap, click, drum with my fists and side my palms? Can I cap a rhythm?Can I cap a rhythm? can I clap a rhythm?Can I cap a rhythm? can I cap a rhythm?Can I cap a rhyt		•		u 1		
singing? Can I tap the beat using claves?make a rhythm? Can I sing an play in the 'space' (gap in rhythm)?stories?Can I explore different sounds that can be produces with hands? Can I clap, tap, click, instruments/surfaces?can I shake an instrument to the beat up and down, side to side and behind me? Can I chant a rhyme and step in rhythm, creating an ostinato? Can I clap a rhythm?stories?Can I sing a loud sound? Can I explore pitch? Can I clap, tap, click, drum with my fists and slide my palms? Can I cap a rhythm?Can I sing a loud sound? Can I cap, tap, click, drum with my fists and slide my palms? Can I chart a rhyme and step in rhythm, creating an ostinato? Can I clap a rhythm?stories? Can I cap a rhythm?Can I cap a rhythm? can I clap a rhythm?Can I sing a loud sound? Can I explore pitch? Can I down a slide my palms? Can I palms? Can I produce a rhythm for others to copy?Can I sing a loud sound? Can I palms? Can I sing the clil' part of a song? Can I sing the 'response' part of a song? Can I recognise that tunes are not the same as the leader in a 'call and response' song?Can I sing in a group or on my own, increasingly matching the melody? Can I sing the and response' song?Can I sing the atly response? Can I sing the 'response' song?Can I sing an diversity can I sing the ary or on my own, increasingly matching the melody?Can I sing the 'response' song?Can I sing the 'response' song?Can I sing the 'response' song?Can I sing the is and response' s	•		U ,		,	
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and step in rhythm, creating an ostinato? Can I clap a rhythm?		side and behind me?	Can I copy a rhythm?	matching games?	Can I sing the 'call' part	recount narratives and
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express my feelings and responses? Can I use taught musical vocabulary to						to music, move and talk
responses? Can I use taught musical vocabulary to						about music and
Can I use taught musical vocabulary to						express my feelings and
musical vocabulary to						responses?
musical vocabulary to						Can I use taught
						-
						describe different kinds
of music?						of music?
Can I create my own						Can I create my own
music?						-
Can I perform solo and						
in group ?						