

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sometimes needs reminding to listen carefully</p> <p>Use a wide range of learnt vocabulary through the day.</p> <p>Engage in story times.</p> <p>Spot and suggest rhymes with accuracy and confidence.</p> <p>Engage in non-fiction books.</p> <p>Beginning to develop social phrases</p> <p>Listen attentively and respond to what they hear with relevant actions when being read to and during whole class discussions and small group interactions.</p> <p>Begin to ask their own questions based on</p>	<p>Understands how to listen carefully</p> <p>Learn new vocabulary.</p> <p>Listens to stories to build familiarity and understanding.</p> <p>Listen carefully to poems, rhymes and songs paying attention to how they sound.</p> <p>Listen to selected non-fiction to develop a deep familiarity with new knowledge.</p> <p>Develop social phrases.</p> <p>Listen attentively and respond to what they hear with relevant comments when being read to and during whole class discussions and small group interactions.</p>	<p>Understands why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Talks about stories to build familiarity and understanding.</p> <p>Learn some familiar rhymes, poems and songs with adult support.</p> <p>Talks about selected non-fiction to develop a deep familiarity with new knowledge.</p> <p>Develop conversation with adults and peers.</p> <p>Respond to questions using other question stems eg 'How', 'Can', 'Do'</p> <p>With adult modelling and support, use longer</p>	<p>Use new vocabulary in different contexts</p> <p>Learn a wider range of non familiar rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Ask questions using a variety of question stems to check they understand what has been said to them.</p> <p>Ask questions to clarify their understanding.</p> <p>Begin to use well formed sentences to</p>	<p>Recite familiar poems, rhymes and songs.</p> <p>Ask questions to find out more.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and</p>	<p>Listen attentively and respond to what they hear with relevant questions when being read to and during whole class discussions and small group interactions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

<p>question stems 'What', 'Who', 'Where' 'Why'</p> <p>Speak in short sentences of at least six words.</p> <p>Beginning to describe events</p>	<p>Make comments about what they have heard</p> <p>Ask their own questions based on question stems 'What', 'Who', 'Where' 'Why'</p> <p>Begin to speak in longer sentences</p> <p>Describe events in some detail.</p> <p>Begin to use some repetition when retelling a story.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas</p>	<p>sentences to express thoughts and ideas</p> <p>Use a limited range of connectives to connect one idea or action</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>express thoughts and feelings</p> <p>Begin to connect one idea or action to another using some connectives</p> <p>Offer explanations for why things might happen</p> <p>Start to use their own words when retelling a story.</p>	<p>poems when appropriate.</p> <p>Retell the story, once they have developed a deep familiarity with the text some in their own words.</p>	
<p>Expresses his/her feelings</p> <p>Is able to identify his/her own feelings socially and emotionally</p>	<p>Is beginning to consider the feelings of others</p> <p>Is able to identify ways of moderating his/her own feelings socially and emotionally</p>	<p>Is able to consider the feelings of others</p> <p>Is beginning to moderate his/her own feelings socially and emotionally</p>	<p>Shows an understanding of others feelings</p> <p>Thinks about the perspectives of others</p>	<p>Shows an understanding of others feelings and is beginning to regulate his/her behaviour accordingly</p> <p>Can wait for what he/she wants and</p>	<p>Can set and work towards simple goals</p> <p>Works and plays cooperatively and takes turns with others (ELG)</p>

<p>Getting to know adults in the classroom by name and can name some peers</p> <p>Able to respond appropriately to an adult even when engaged in an activity</p> <p>Is able to follow a simple one step instruction</p> <p>Is able to say what they are good at or what they like doing</p> <p>Learn how to build respectful relationships</p> <p>Know that we have needs.</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian</p> <p>Talk about how they feel after physical exercise.</p>	<p>Form attachments to adults and peers.</p> <p>Beginning to give focussed attention to what the teacher says for a given period of time.</p> <p>Is able to follow a 2 step instruction</p> <p>Understand how to satisfy our needs.</p> <p>Shows sensitivity to his/her own needs</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time'</p> <p>Differentiate between a variety of healthy and unhealthy foods.</p> <p>Understand consequences for not following rules.</p>	<p>Shows an understanding of his/her own feelings</p> <p>Works well with peers.</p> <p>Beginning to play cooperatively with others and take turns.</p> <p>With support can wait for what he/she wants and control his/her immediate impulses when appropriate</p> <p>Forms positive attachments to adults</p> <p>Is able to give focused attention to what the teacher says</p> <p>Is able to follow a 3 step instruction</p> <p>Is able to state why they are special</p> <p>Beginning to build respectful relationships</p> <p>Know that others have different needs to us.</p>	<p>Is able to moderate his/her own feelings socially and emotionally</p> <p>Understand why it is important to turn take with others.</p> <p>Is beginning to wait for what he/she wants and control his/her immediate impulses when appropriate</p> <p>Work towards simple goals set for them.</p> <p>Is able to follow a 4 step instruction</p> <p>Builds constructive and respectful relationships</p> <p>Learn different ways of showing empathy towards others with different needs</p> <p>Knows and can talk about the different factors that support his/her overall health</p>	<p>control his/her immediate impulses when appropriate</p> <p>Is starting to set simple goals</p> <p>Begin to show an ability to follow instructions involving several ideas or actions</p> <p>Sees himself/herself as a valuable individual</p> <p>Start to show sensitivity to others' needs</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity</p> <p>Demonstrates that they are trying to behave accordingly to rules.</p> <p>Starting to show independence in the face of challenge</p>	<p>Form friendships with peers (ELG)</p> <p>Shows an ability to follow instructions involving several ideas or actions (ELG)</p> <p>Shows sensitivity to others' needs (ELG)</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine</p> <p>Demonstrates compliance with rules in the classroom and school.</p> <p>Shows independence in the face of challenge (ELG)</p>
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<p>Know and can discuss some of the rules of the classroom and the school</p> <p>Know why personal hygiene is important</p> <p>Able to dress themselves.</p> <p>Is starting to show confidence to try new activities</p>	<p>Demonstrate managing need around personal hygiene.</p> <p>Able to zip up coat independently.</p> <p>Is confident to try new activities</p>	<p>Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating</p> <p>Knows right from wrong and is starting to behave accordingly.</p> <p>Manages his/her own needs around personal hygiene</p> <p>With support from peers or an adult, begin to show resilience and perseverance in the face of challenge</p>	<p>and wellbeing; toothbrushing</p> <p>Can explain why we have rules.</p> <p>Understands the importance of healthy food choices</p> <p>Shows resilience and perseverance in the face of challenge</p>		
<p>Is revising and refining the fundamental movement skills he/she has already acquired; crawling</p> <p>Is revising and refining the fundamental movement skills he/she has already acquired; walking</p>	<p>Demonstrate pencil roll</p> <p>Begin to jump from foot to foot</p> <p>Climb and travel along bars</p> <p>Is progressing towards a more fluent style of</p>	<p>Demonstrate egg roll</p> <p>Hop on alternate feet</p> <p>Climb and travel along bars in different contexts</p> <p>Is developing overall body-strength, balance, co-ordination and agility</p>	<p>Begin to demonstrate teddy bear roll</p> <p>Travel by hopping</p> <p>Travel across simple obstacle courses</p> <p>Is able to combine different movements with ease and fluency</p>	<p>Demonstrate teddy bear roll</p> <p>Begin to skip</p> <p>Travel across more complex obstacle courses</p> <p>Is developing confidence,</p>	<p>Travel by skipping</p> <p>Demonstrate confidence in skipping</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p>

<p>Confidently jump in a range of ways.</p> <p>Climb a ladder confidently.</p> <p>Is starting to combine different movements with ease and fluency.</p> <p>Balance on a thin object along a line</p> <p>Is exploring the large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Is able to negotiate space and obstacles safely</p> <p>Is revising and refining the fundamental movement skills he/she</p>	<p>moving, with developing control and grace</p> <p>Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Is able to negotiate space and obstacles safely, with consideration for himself/herself and others</p> <p>Moves energetically, such as running, jumping, dancing and climbing</p> <p>Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing</p> <p>Is further developing the skills he/she needs to manage the school day successfully; mealtimes</p>	<p>Develops an idea of colours and shapes when drawing</p> <p>Begins to hold a pencil in the tripod grip.</p> <p>Begins to use cutlery appropriately to eat food.</p> <p>Begins to use the proper grip when using scissors.</p>	<p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Is beginning to show accuracy and care when drawing (ELG)</p> <p>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG)</p> <p>Uses a range of small tools, including scissors and cutlery (ELG)</p> <p>Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g., scissors and knives.</p>	<p>competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Is developing the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p>
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<p>has already acquired; running</p> <p>Moves energetically, such as running</p> <p>Is developing the skills he/she needs to manage the school day successfully; lining up and queuing</p> <p>Is developing the skills he/she needs to manage the school day successfully; mealtimes</p> <p>Shows an enjoyment for drawing.</p> <p>Holds a pencil in a comfortable grip for writing.</p> <p>Uses a range of small tools, including paint brushes (ELG)</p> <p>Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently,</p>	<p>Shares drawings with peers and adults and talks about what the drawings show.</p> <p>Holds a pencil in a comfortable grip for writing as they prepare to write more fluently.</p> <p>Use a comfortable grip with scissors to make cuts.</p> <p>Begin to use knives to make cuts.</p>				
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e.g. pencils for drawing and writing, paintbrushes, forks and spoons					
(RWInc) Read individual letters by saying the sounds for those taught	Read individual letters by saying the sounds for them for half of the alphabet	Read individual letters by saying the sounds for them for the full alphabet.	Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme.	Read some common exception words matched to the school's phonic programme.
Orally blend and segment words	Blend sounds into words, so that they can read short words made up of known letter sound correspondences.	Say a sound for each letter in the alphabet	Say a sound for each letter in the alphabet and some digraphs	Say a sound for each letter in the alphabet and 10 digraphs	Say a sound for each letter in the alphabet and at least 10 digraphs
Visually discriminate when looking at stimulus	Read words consistent with their phonic knowledge by sound-blending using sound buttons to support.	Begin to read simple phrases	Read simple phrases confidently	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read aloud books that are consistent with their phonic knowledge, including some common exception words
Begin to write recognisable letters	Write recognisable letters, some of which are correctly formed (1st family)	Read words consistent with their phonic knowledge without sound buttons.	Read words consistent with their phonic knowledge by sound-blending.	Read words, including digraphs, consistent with their phonic knowledge by sound-blending.	Read and re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Write their name.	Anticipate (where appropriate) key events in stories when a story is familiar to them.	Write recognisable letters, some of which are correctly formed (2nd family)	Re-read what they have written to check that it makes sense with an adult.	Re-read what they have written to check that it makes sense	Write recognisable letters, all correctly formed. (5th family)
Anticipate (where appropriate) key events in stories using repetitive language from the story.	Discuss stories, non-fiction, rhymes and	With support, spell words by identifying the sounds and then writing the sound with letters	Write recognisable letters, some of which are correctly formed (3rd family)	Read books to build up their confidence in word	Form capital letters correctly.
Use role play and resources to act out familiar stories.		Write simple words that can be read by others	Spell words by identifying the sounds		

	<p>poems with peers during role play with an adult.</p>	<p>Anticipate (where appropriate) key events in stories using their own words.</p> <p>Demonstrate understanding of what has been read to them by beginning to retell stories and narratives using their own words.</p> <p>Discuss stories, non-fiction, rhymes and poems with peers during role play with peers.</p>	<p>and then writing the sound with letters.</p> <p>Write simple phrases that can be read by others</p> <p>Anticipate (where appropriate) key events in stories using some detail.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.</p> <p>Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>reading, their fluency and their understanding and enjoyment.</p> <p>Write recognisable letters, some of which are correctly formed (4th family)</p> <p>Start to form capital letters correctly.</p> <p>Spell words by identifying sounds in them, including digraphs, and representing the sounds with letters.</p> <p>Write simple sentences that can be read by others</p> <p>Anticipate (where appropriate) key events in stories using recently introduced vocabulary in their description.</p> <p>Demonstrate understanding of what has been read to them by beginning to retell</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Consistently write simple phrases and sentences that can be read by others</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using recently introduced vocabulary.</p> <p>Confidently use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
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				<p>stories and narratives using recently introduced vocabulary.</p> <p>Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	
<p>Is able to explore the composition of numbers to 5</p> <p>Can compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Is able to compare numbers to 5 using language: more than, fewer than, same as, equal to</p> <p>Start copying more complex repeating patterns</p>	<p>Is able to explore the composition of numbers to 10</p> <p>Start to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Begin to compare numbers to 10 using language: more than, fewer than, same as, equal to</p> <p>Is able to copy more complex repeating patterns</p>	<p>Explore number bonds to 5.</p> <p>Begins to understand numbers to 5, including the composition of each number</p> <p>Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Is able to compare numbers to 10 using language: more than, fewer than, same as, equal to</p>	<p>Start recalling number bonds to 5.</p> <p>Has a deep understanding of numbers to 5, including the composition of each number</p> <p>Is able to create more complex repeating patterns</p> <p>Understands the 'one more than/one less than' relationship between consecutive numbers using resources</p> <p>Verbally count beyond 20, recognising the</p>	<p>Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5</p> <p>Explore number bonds to 6-10</p> <p>Explore double facts to 10</p> <p>Begins to understand numbers to 10, including the composition of each number</p>	<p>Recall some number bonds 6-10</p> <p>Know subtraction facts to 5</p> <p>Know double facts to 10</p> <p>Is able to explore and represent patterns within numbers up to 10.</p> <p>Explore even and odd numbers to 10</p> <p>Explore how quantities can be distributed equally</p> <p>Has a deep understanding of</p>

<p>Can count to 10</p> <p>Explores composing and decomposing shapes</p> <p>Can select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Counts objects, actions and sounds confidently to 5</p> <p>Starting to use vocabulary such as heavier than and lighter than when comparing length, weight and capacity</p> <p>Is able to subitise (recognise how many objects there are in a small group without counting) up to 4 with adult support</p> <p>Is able to link the number symbol (numeral) with its cardinal number value for numbers beyond 5.</p>	<p>Can count beyond 10</p> <p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it.</p> <p>Counts objects, actions and sounds to 10</p> <p>Can compare length, weight and capacity using full sentences and vocabulary such as heavier than and lighter than</p> <p>Is able to subitise (recognise quantities without counting) up to 4</p> <p>Is able to link the number symbol (numeral) with its cardinal number value for numbers to 10 with adults support</p>	<p>Is able to continue more complex repeating patterns</p> <p>Explores the 'one more than/one less than' relationship between consecutive numbers using practical resources</p> <p>Verbally count to 20</p> <p>Recognises numbers can have other numbers in them.</p> <p>Is able to subitise (recognise quantities without counting) up to 5 with adult support</p> <p>Is able to link the number symbol (numeral) with its cardinal number value for numbers to 10</p>	<p>pattern of the counting system</p> <p>Is able to subitise (recognise quantities without counting) up to 5</p>		<p>numbers to 10, including the composition of each number</p>
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<p>Explore different cultures which exist in our community</p> <p>Talk about members of their immediate family</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them making verbal observations.</p> <p>Describe their immediate environment using knowledge from observation, discussion and maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past</p> <p>Explore different religions which exist in our community</p> <p>Begin to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Name some places are special to members of their community</p> <p>Talk about members of their community</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Know and be able to name figures from the past</p> <p>Understand the past through characters encountered in books read in class and storytelling.</p> <p>Be able to name some religions which exist in our community and around the world.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from</p>	<p>Compare and contrast characters from stories, including figures from the past stating differences.</p> <p>Understand the past through events encountered in books read in class and storytelling.</p> <p>Know some differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Be able to talk about features of different religions and cultures</p> <p>Know some differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Compare and contrast characters from stories, including figures from the past stating similarities</p> <p>Understand the past through settings encountered in books read in class and storytelling.</p> <p>Know some similarities between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Know some differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explore the natural world around them, drawing pictures of animals and plants.</p>	<p>Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p>
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	<p>Understand some important processes and changes in the natural world around them, including changing states of matter</p>	<p>stories and non fiction texts.</p> <p>Recognise some differences between life in this country and life in other countries</p>	<p>Recognise some similarities between life in this country and life in other countries</p>	<p>Know some similarities between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries</p>	
<p>Make creations using a variety of media</p> <p>Become familiar with narratives and stories.</p> <p>Explore range of props and materials</p> <p>Begins to use resources to develop storylines in pretend play</p> <p>Experiment with colour for a purpose and colour mixing.</p> <p>Engage in music making and dance</p>	<p>Shares his/her creations</p> <p>Recount narratives and stories using pictures in books with prompting from adult.</p> <p>Makes use of props and materials in role play</p> <p>Is able to develop storylines in his/her pretend play</p> <p>Develop cutting skills.</p> <p>Cut a range of different materials</p>	<p>Share creations and explain the process he/she has used with adult support</p> <p>Recount narratives and stories through ordering events.</p> <p>Makes use of props and materials when role playing characters in narratives and stories with adult support</p> <p>Safely use and explore a range of materials of various textures.</p>	<p>Share creations, and start to explain the process he/she has used</p> <p>Confidently recount narratives and stories with peers and his/her teacher.</p> <p>Makes use of props and materials when role playing characters in narratives and stories with peers.</p> <p>Safely use and explore a variety of techniques to use in their design</p>	<p>Share creations, explaining the process he/she has used</p> <p>Adapt and recount narratives and stories with peers and his/her teacher.</p> <p>Experiment with form and function of the design.</p> <p>Learns a range of poems.</p>	<p>Invent, adapt and recount narratives and stories with peers and his/her teacher</p> <p>Performs poems with others</p>

<p>Listen to a range of music from across the globe including traditional and folk music</p> <p>Moves to music</p> <p>Joins in with a range of songs and rhymes and tries to move in time with music</p> <p>Recognises a range of nursery rhymes and songs</p> <p>Sings in a group or on their own following the melody</p> <p>Explores a variety of artistic effects to express his/her ideas and feelings</p>	<p>Watches dance and performance art</p> <p>Explore music making and dance</p> <p>Listen attentively to music using a wider range of vocabulary to express responses and feelings.</p> <p>Moves to music, expressing their feelings using actions</p> <p>Is able to return to and build on his/her previous learning.</p> <p>Learns a range of songs and rhymes</p> <p>Creates collaboratively sharing ideas, resources and skills</p> <p>Sings a range of well-known nursery rhymes and songs</p> <p>Sings in a group or on his/her own,</p>	<p>Begin to experiment with design for a purpose.</p> <p>Talks about dance and performance art, expressing his/her feelings and responses</p> <p>Explores and engages in music making and dance, performing solo</p> <p>Starts to recognise changes and patterns as the music develops</p> <p>Can refine ideas with adult support</p> <p>Performs a range of songs and rhymes.</p> <p>With adult support, refines a variety of artistic effects to express his/her ideas and feelings</p>	<p>Explores and engages in music making and dance, performing in groups</p> <p>Talk about music expressing their responses including changes and patterns as the music develops</p> <p>Can refine ideas and is developing their ability to represent them</p> <p>Performs stories with others</p> <p>Becomes familiar with a range of poems.</p> <p>Refines a variety of artistic effects to express his/her ideas and feelings</p>		
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	<p>increasingly matching the pitch and following the melody</p> <p>Uses a variety of artistic effects to express his/her ideas and feelings</p>				
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