|  |
| --- |
| **Piskies and Pirates Progression of Skills & Curriculum Overview 2022-23** |
| **Area of Learning** | **Autumn 1 – Time Together**  | **Autumn 2 – My Feelings** | **Spring 1 – Woodland Wonders** | **Spring 2 – Garden Explores**  | **Summer 1 – Traditional Tales** | **Summer 2 – Changing Me** |
| **Other Possible Themes** | Our FamiliesOur FriendsOur TeachersAutumn | My feelingsFriends and FamilyAutumn Diwali Nursery Rhyme Week  Christmas Remembrance DayBonfire Night | Valentine’s Day Chinese New YearBeing outsideWildlife Spring | Pancake DayEasterInternational Women’s DayPlantingLifecycleSpring | Stories Role play ImaginationSummer | TransitionGrowing up Birth to now What do I want to be?Summer |
| **Enrichment Activities** | Walk around the village Family stay and play sessions Musical getting to me interventionsExploring new textures and materials | Nursery Rhyme WeekSchool Carol Service at Local Church Christmas Jumper/Dinner Day Diwali Christmas Performance | Woodland walkIce ExperimentsNational Trust visit Exploring natural objects  | Growing flowers (sunflowers)World Book DayNature walksVisit to the fruit/veg shopCreating a Veggie patch Visit to Trevaskis farm | *National Storytelling Week*Visit to the Library Weekly mystery reader Dress up day Role play opportunities  | Visit from the ice cream vanWater DayBeach VisitWorld Music DayScience WeekVisit from emergency services/vet/etcVisit to fire station |
| **Enquiry Questions** | What happens in Autumn?What do we like to do with our friends and families? | What happens in Autumn?Why do we celebrate special times?What thing make us happy ? | What happens in Spring?What happens to the animals Winter?Exploring ice | What happens in Spring?What is a lifecycle? | What happens in Summer?What is our favourite Traditional tale  | What happens in Summer?What do I want to be?Are we excited about our new class? |
| **Communication and Language**Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language intervention, Floor Book and Tapestry Time | ***Listening, Attention*** ***Understanding***Piskies Understand /Listen and respond to a simple instructionUnderstand single words in context – ‘cup’, ‘milk’, ‘daddy’PiratesEnjoy listening to longer stories and can remember much of what happens.***Speaking*** Piskies Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.Use gestures like waving and pointing to communicate.PiratesUse a wider range of vocabulary.Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story | ***Listening, Attention and Understanding***Piskies. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. Understand simple instructions like “give to nanny” or “stop”. Recognise and point to objects if asked about them.Pirates Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.***Speaking***PiskiesMake themselves understood, and can become frustrated when they cannot. PiratesDevelop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | ***Listening, Attention and Understanding***PiskiesListen to other people’s talk with interest, but can easily be distracted by other things.of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.PiratesPay attention to more than one thing at a time, which can be difficult.***Speaking***PiskiesStart to say how they are feeling, using words as well as actionsPiratesDevelop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ | ***Listening, Attention and Understanding***PiskiesListen to simple stories and understand what is happening, with the help of the pictures.PiratesUnderstand a question or instruction that has two parts, such as “Get your coat and wait at the door”***Speaking***PiskiesDevelop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’PiratesUse longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | ***Listening, Attention and Understanding***PiskiesGenerally, focus on an activity of their own choice and find it difficult to be directed by an adult.PiratesUnderstand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”***Speaking***PiskiesUse the speech sounds p, b, m, w. Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computerPiratesStart a conversation with an adult or a friend and continue it for many turns. | ***Listening, Attention and Understanding******Piskies***Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).***Pirates***Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”***Speaking***PiskiesUse the speech sounds p, b, m, w. Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computerStart to develop conversation, often jumping from topic to topicPiratesUse talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |
| ***Listening, Attention and Understanding Goals:*** Enjoys listening to longer stories and can remember much of what happens. Pays attention to more than one thing at a time although this can be difficult. Understands a question or instruction that has two parts. Understands ‘why’ questions. **Speaking Goals** Uses a wider range of vocabulary. Sings a large repertoire of songs. Knows many rhymes. Is able to talk about familiar books and is able to tell a long story. May continue to have problems with irregular tenses and plurals, such a ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying some sounds and multi-syllabic words. Uses longer sentences of four to six words. Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Starts a conversation with an adult or a friend and continues it for many turns. Uses talk to organise themselves and their play. |
| **Personal, Social and Emotional Development**Children develop their personal, social and emotional skills throughout the year through Jigsaw sessions, circle times, social stories, TIS support, diversity stories, Floor Book and Tapestry Time | ***Self-Regulation***PiskiesFind ways to calm themselves, through being calmed and comforted by their key personPiratesBecome more outgoing with unfamiliar people, in the safe context of their setting.***Managing Self***PiskiesLook back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.PiartesPlay with one or more other children, extending and elaborating play ideas***Building Relationships***PiskiesFeel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.PiartesBecome more outgoing with unfamiliar people, in the safe context of their setting. | ***Self-Regulation***PiskiesEstablish their sense of self.Express preferences and decisions. They also try new things and start establishing their autonomy.PiratesShow more confidence in new social situations***Managing Self***. PiskiesGrow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.PiartesFind solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.***Building Relationships***PiskiesNotice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.PiartesPlay with one or more other children, extending and elaborating play ideas | ***Self-Regulation***PiskiesFind ways of managing transitions, for example from their parent to their key person.PiratesDevelop appropriate ways of being assertive***Managing Self***PiskiesBegin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.PiartesIncreasingly follow rules, understanding why they are important***Building Relationships***Piskies.Develop friendships with other children.PiartesFind solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | ***Self-Regulation***PiskiesSafely explore emotions beyond their normal range through play and stories.PiratesTalk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.***Managing Self***PiskiesLearn to use the toilet with help, and then independently.PiartesRemember rules without needing an adult to remind them***Building Relationships***PiskiesTo enjoy playing alone, alongside and with others.PiartesTalk with others to solve conflicts. | ***Self-Regulation***PiskiesAre talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.PiratesTalk with others to solve conflicts.***Managing Self***PiskiesBecome more confident to try new activities.PiartesBe increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.***Building Relationships***PiskiesAre talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...PiartesTalk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | ***Self-Regulation***PiskiesBe increasingly able to talk about and manage their emotions.PiratesBeing able to find solutions to conflicts***Managing Self***PiskiesTo learn about and start to recognise healthy food.PiartesMake healthy choices about food, drink, activity and toothbrushing.***Building Relationships***PiskiesGrow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums PiartesUnderstand gradually how others might be feeling. |
| ***Self-Regulation Goals:*** Finds solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remembers rules without needing an adult to remind them. Develops appropriate ways of being assertive. Talks with others to solve conflicts. Talks about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.***Managing Self Goals:*** selects and uses activities and resources, with help when needed. Develops their sense of responsibility and membership of a community. Becomes more outgoing with unfamiliar people, in the safe context of their setting. Shows more confidence in new social situations. Is increasingly independent in meeting their own care needs. Makes healthy choices about food, drink, activity and tooth brushing.***Building Relationships Goals:*** Plays with one or more other children, extending and elaborating play ideas. Understands gradually how others might be feeling |
| Physical DevelopmentChildren improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and Squiggle While You Wiggle. | ***Gross Motor***PiskiesReach out for objects as coordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop themPirates Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.***Fine Motor***PiskiesBuild independently with a range of appropriate resources.PiratesIncreasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | ***Gross Motor***PiskiesStart taking part in some group activities which they make up for themselves, or in teams.Skip, hop, stand on one leg and hold a pose for a game like musical statues.***Fine Motor***PiskiesSit on a push-along wheeled toy, use a scooter or ride a tricycle.PiratesChoose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | ***Gross Motor***PiskiesEnjoy starting to kick, throw and catch balls.Pirates Use large-muscle movements to wave flags and streamers, paint and make marks..***Fine Motor*** Piskies .Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.PiratesBe increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | ***Gross Motor***PiskiesClap and stamp to musicPirates Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width***Fine Motor***Piskies Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.PiratesUse one-handed tools and equipment, for example, making snips in paper with scissors | ***Gross Motor***PiskiesWalk, run, jump and climb – and start to use the stairs independentlyPirates Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ***Fine Motor******Piskies***Start eating independently and learning how to use a knife and forkPiratesuse a comfortable grip with good control when holding pens and pencils. | ***Gross Motor***Piskiespin, roll and independently use ropes and swings (for example, tyre swings).Pirates Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking***Fine Motor******Piskies***Develop manipulation and control. Explore different materials and toolsPiratesShow a preference for a dominant hand |
| ***Gross Motor Goals*** *C*ontinues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Goes up steps and stairs, or climbs up apparatus, using alternate feet. Skips, hops, stands on one leg and holds a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Starts taking part in some group activities which they make up for themselves or in teams. Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Matches their developing physical skills to tasks and activities in the setting. Chooses the right resources to carry out their own plan. Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks. ***Fine Motor Goals:***Uses one-handed tools and equipment, for example, making snips in paper with scissors. Uses a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| **Literacy** | **Piskies*****Comprehension***Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. ***Word Reading***Say some of the words in songs and rhymes***Writing***Copy finger movements and other gestures**Pirates*****Comprehension***Understand print has meaning ***Word Reading***To be able to spot and suggest rhymes***Writing***Use a variety of different tools and resources to practice our fine motor movements. Such as fingers, paintbrushes ect | ***Piskies******Comprehension***Enjoy sharing books with an adult***Word Reading***Pay attention and respond to the pictures or the words.***Writing***Enjoy drawing freely**Pirates*****Comprehension***Understand print can have different purposes***Word Reading***To count or clap syllables in a word***Writing*** | ***Piskies******Comprehension***Sing songs and say rhymes independently, for example, singing whilst playing.***Word Reading***Repeat words and phrases from familiar stories***Writing***Add some marks to their drawings, which they give meaning to. For example: “That says mummy.**Pirates*****Comprehension***Understandwe read English text from left to right and from top to bottom***Word Reading***recognise words with the same initial***Writing***Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy | ***Piskies******Comprehension***Have favourite books and seek them out, to share with an adult, with another child, or to look at alone...***Word Reading***Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.***Writing***To use a wide range of tools to create marks **Pirates*****Comprehension***Understandthe names of the different parts of a book - page sequencing***Word Reading***sound, such as money and mother***Writing*** | ***Piskies******Comprehension***Develop play around favourite stories using props***Word Reading***To recognise their own name ***Writing*** Make marks on their picture to stand for their name.**Pirates*****Comprehension***To be able to recall parts of the story.***Word Reading****To recognise sounds of a word can you touch your H-ea-d****Writing***Write some or all of their name. | ***Piskies******Comprehension***Ask questions about the book. Makes comments and shares their own ideas.***Word Reading***Notice some print of letters in their own name in the environment/.name ***Writing***Start to write our own name**Pirates*****Comprehension***To be able to discuss their favourite parts / characters of the story.***Word Reading*** Engage in extended conversations about stories, learning new vocabulary.***Writing***Write some letters accurately |
|
| **Possible Book Focus’** | *Room on the Broom**Families, families, families**Who’s in my family?**Be you**Peace at last* *Owl babies****Super Six – Dear Zoo***  | *I like bees I don’t like honey**Hello Autumn* *Where’s my Mum* *The leaf thief* *Stick Man**The night before Christmas**Love is in the little things* *Coming to England* ***Super Six – Old Mc Donald had a farm***  | Hello spring The Gruffalo The Gruffalo child*Maisy’s Chinese New Year**A thing called snow**Colours colours everywhere**I try* ***Super Six – Polar bear, Polar bear what do you see*** | Sam plants a sunflowerHow do you make a rainbow? The Tiny SeedGrowing frogsMonkey PuzzlePip and eggsuperworm***Super Six – Hungry Caterpillar*** | People who help usA superhero like youZog the flying doctors You can’t call an elephant in an emergencyA practical present for Philippa pheasant  ***Super Six – Were going on a bear hunt***  | TiddlerWhen a dragon goes to schoolThe snail and the whale The singing mermaid *Super-duper you* *The growing story* *Love* *Hello Summer* ***Super Six – Dogger*** |
| ***Comprehension Goals:*** Understands that print has meaning, it can have different purposes, and we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing. ***Word Reading Goals:*** Develops their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound. Engages in extended conversations about stories, learning new vocabulary***Writing:*** Start to write letters of our own names  |
| **Mathematics** | ***Number*****Piskies**Take part in finger rhymes with numbers.**Pirates**Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).***Numerical Patterns*****Piskies**Combine objects like stacking blocks and cups. Put objects inside others and take them out again.**Pirates**Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc | ***Number*****Piskies**Compare amounts, saying ‘lots’, ‘more’ or ‘same’.**Pirates**Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.***Numerical Patterns*****Piskies**Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.**Pirates**Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ | ***Number*****Piskies**Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.**Pirates**Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)***Numerical Patterns*****Piskies**Climb and squeeze themselves into different types of spaces.**Pirates**Extend and create ABAB patterns – stick, leaf, stick, leaf. | ***Number*****Piskies**Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’**Pirates** Show ‘finger numbers’ up to 5experiment with their own symbols and marks as well as numerals***Numerical Patterns*****Piskies**Complete inset puzzles.**Pirates**Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc | ***Number*****Piskies**To start to count objects**Pirates**Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.***Numerical Patterns*****Piskies**Build with a range of resources.**Pirates**Notice and correct an error in a repeating pattern | ***Number*****Piskies*****Count 1-5 using our fingers*****Pirates**Solve real world mathematical problems with numbers up to 5.***Numerical Patterns*****Piskies**Notice patterns and arrange things in patterns. **Pirates**Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
|
| ***Number Goals:*** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.***Numerical Patterns Goals:*** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Understanding the World**  | **Piskies**Make connections between the features of their family and other families.**Pirates**Begin to make sense of their own life-story and family’s history |  **Piskies**Explore materials with different properties**Pirates**Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. |  **Piskies**Explore natural materials, indoors and outside. **Pirates**Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. | **Piskies**Explore and respond to different natural phenomena in their setting and on trips.**Pirates**Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | **Piskies**Repeat actions that have an effect.**Pirates**Show interest in different occupations. | **Piskies**Notice differences between people**Pirates**Continue developing positive attitudes about the differences between people.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| ***Past and Present Goals*** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ***People, Culture and Communities Goals:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.***The Natural World:*** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
|
| Expressive Arts and Design | ***Music: Being Imaginative*****Piskies**Show attention to sounds and music. **Pirates**Take part in simple pretend play, using an object to represent something else even though they are not similar***Art & Design: Creating with Materials*****Piskies**Notice patterns with strong contrasts and be attracted by patterns resembling the human face.. **Pirates**Explore different materials freely, to develop their ideas about how to use them and what to make. | ***Music: Being Imaginative*****Piskies**Join in with songs and rhymes, making some sounds.Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.**Pirates**Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc***Art & Design: Creating with Materials*****Piskies**Start to make marks intentionally.**Pirates**Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. | ***Music: Being Imaginative*****Piskies**Make rhythmical and repetitive sounds.**Pirates**Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.***Art & Design: Creating with Materials*****Piskies**Explore paint, using fingers and other parts of their bodies as well as brushes and other tools**Pirates**Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | ***Music: Being Imaginative*****Piskies**Explore a range of sound makers and instruments and play them in different ways.**Pirates**Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match*.****Art & Design: Creating with Materials*****Piskies**Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.**Pirates**Draw with increasing complexity and detail, such as representing a face with a circle and including details. | ***Music: Being Imaginative*****Piskies**Respond emotionally and physically to music when it changes.**Pirates**Use drawing to represent ideas like movement or loud noises.***Art & Design: Creating with Materials*****Piskies**Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.**Pirates**Explore colour and colour-mixing. | ***Music: Being Imaginative*****Piskies.**Join in with songs and rhymes, making some sounds**Pirates**Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songsCreate their own songs, or improvise a song around one they know***Art & Design: Creating with Materials*****Piskies**Make simple models which express their ideas.**Pirates**Play instruments with increasing control to express their feelings and ideas |
| ***Creating with Materials Goals:*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.***Being Imaginative Goals:*** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |