



## Personal, Social and Emotional Development (PSED)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception
Self-regulation	<p>Seek reassurance from a familiar adult if needed.</p> <p>Express own wants and needs.</p> <p>Maintain attention for short periods of time.</p>	<p>Express and explore their own emotions.</p> <p>Begin to accept the needs of others, shares with support.</p> <p>Maintain and keep eye contact as appropriate.</p>	<p>Recognise and understand some emotions e.g. depths, effects, signs and symptoms.</p> <p>Take turns in a 1-1 situation, then in a small group, with increasing control.</p> <p>Follow a simple instruction, followed by a 2-step instruction.</p>	<p>Begin to identify emotions in others and through use of props e.g. stories.</p> <p>Learn to share, take turns and understand why.</p> <p>Be able to sit still, maintain attention without interrupting.</p>	<p>Name some emotions and begin to control these.</p> <p>Learn distraction techniques to control impulses.</p> <p>Two channelled attention – can shift attention even when engaged in a task.</p>	<p>Learn and begin to apply strategies to deal and cope with emotions.</p> <p>Set own personal simple goals e.g. complete an activity of their choosing.</p> <p>Provide an appropriate response in relation to the topic, question etc.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing self	<p>Demonstrate a 'have a go' attitude, trying new things.</p> <p>Follow some rules and boundaries within the setting.</p> <p>Attend to own toileting needs.</p>	<p>Know that it's okay to fail, make mistakes, learn from these.</p> <p>Explain why we follow rules and boundaries set.</p> <p>Manage own personal hygiene e.g. washing hands, wiping own nose.</p>	<p>Become increasingly confident to try new activities independently.</p> <p>Make the right choices. Follow road safety rules, following adult guidance.</p> <p>Put on and remove own clothing e.g. socks, shoes and coat.</p>	<p>Be motivated to take on new challenges.</p> <p>Explain rules and boundaries to others.</p> <p>Put on. Remove, fasten, and unfasten all clothing.</p>	<p>Keep trying when things are difficult/challenging.</p> <p>Adapt behaviour to different events, places, situations, or environments. Understand the importance of road safety.</p> <p>Understand the need for good oral health and hygiene.</p>	<p>Tackle challenges and new experiences with confidence.</p> <p>Understand the implications if rules and boundaries are not followed.</p> <p>Identify healthy and unhealthy foods and make the right choices.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>

Building relationships	Begins to form friendships.	Initiates play and cues for peers to join in.	Plays cooperatively alongside others, keeps play going.	Takes turns independently, without the need for adult intervention.	Play a game independently and cooperatively with peers, following rules.	Learns to compromise, resolving conflicts independently.	Work and play cooperatively and take turns with others;
	Form a bond/relationship with their key worker.	Begin to play alongside others.	Begin to show a preference to play with specific children.	Form a friendship group.	Enjoy spending time in the company of others.	Form a friendship group whom share similar interests.	Form positive attachments to adults and friendships with peers;
	Seek reassurance from a familiar adult.	Show care and concern for others.	Comfort a friend when they are upset.	Know that it's okay to be different.	Demonstrated tolerance towards other children.	Understand differences among peers.	Show sensitivity to their own and to others' needs.



## Physical Development (PD)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception
Gross motor skills	<p>Aware of own body space.</p> <p>Lift, push, move and manipulate large construction materials.</p> <p>Be motivated to be active in games and movements.</p>	<p>Aware of others and obstacles in relation to their personal space.</p> <p>Throw and catch a ball.</p> <p>Explore moving in a range of ways.</p>	<p>Respond to a signal to learn how to manage own safety.</p> <p>Climb onto and off equipment with control.</p> <p>To name, identify and use requested body parts.</p>	<p>Ability to move around obstacles, showing an awareness of space.</p> <p>Demonstrate control of balance on equipment, both low level and high level.</p> <p>To know how to break down movements needed to skip, hop etc.</p>	<p>Adjust speed when moving around, considering others.</p> <p>Balance on a bike and pedal with direction safely.</p> <p>To copy basic moves with control, increase level of difficulty when ready.</p>	<p>Change direction, stop and start independently.</p> <p>Move around the climbing frame/obstacles with control and coordination.</p> <p>To move freely with confidence in a range of ways.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine motor skills	<p>Demonstrate finger dexterity through activities and strengthening exercises.</p> <p>Explore a variety of tools in provision.</p> <p>Use large movements for expression and freedom.</p>	<p>Demonstrate finger isolation through activities such as dough disco.</p> <p>Understand the purpose of individual tools.</p> <p>Use small movements for expression and freedom.</p>	<p>Hold writing tools e.g. chalks, pencils, crayons</p> <p>Use tools for a purpose, considering safety.</p> <p>Explore a variety of media to make marks.</p>	<p>Show a preference for a dominant hand.</p> <p>Use tools for accuracy e.g. holding scissors correctly in the correct hand.</p> <p>Select mark making media for a purpose.</p>	<p>Explore and use a variety of pencil grips for comfort.</p> <p>Use tools safely and with control to effect changes.</p> <p>Draw with consideration to special awareness.</p>	<p>To maintain hold of a pencil to write at length.</p> <p>Select a particular tool to match the outcome e.g. paintbrush size.</p> <p>Add features and detail when drawing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>



## Communication and Language (CL)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception
Listening and attention	<p>Sit and listen in a small focus group.</p> <p>Identify, respond to and make comments on environmental sounds.</p> <p>Explore and use a wide vocabulary bank.</p>	<p>Follow instructions and show an awareness of what is being said, including directional instructions.</p> <p>Voice opinions and ideas in 1-1 discussions.</p> <p>Use vocabulary appropriately in context.</p>	<p>Respond to a question with an appropriate answer.</p> <p>Voice ideas in group discussions.</p> <p>Follow and hold a conversation, although it may be 1 sided.</p>	<p>Hold a 2-way conversation.</p> <p>Answer and respond to open and closed questions.</p> <p>Know when and how to take turns in a 2-way conversation.</p>	<p>Maintain attention and sit quietly, listening and responding.</p> <p>Use questions to promote their understanding in general free play.</p> <p>Show an awareness of the listener and the conversational topic.</p>	<p>Maintain focus and attention whilst engaged in another activity.</p> <p>Use a range of who, what, when, where and how questions.</p> <p>Give attention to what others are saying, responding with verbal and non-verbal cues.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
Speaking	<p>Talk through their own play, giving a running dialogue.</p> <p>Join in with simple rhymes, syllable marking.</p> <p>Speak confidently using information carrying words.</p>	<p>Learn newly taught words quickly, in context and in play.</p> <p>Experience a range of rhymes, stories, non-fiction texts and poems.</p> <p>Be aware of own feelings and experiences and communicate these.</p>	<p>Take on a role in 1-1 and small group discussions.</p> <p>Use vocabulary from familiar texts in discussions.</p> <p>When speaking begin to use a range of tenses.</p>	<p>Begin to develop their own ideas and offer these in discussions.</p> <p>Demonstrate reasoning in relation to events.</p> <p>Have their own ideas and express these to others.</p>	<p>Participate in class discussions, talk partners etc.</p> <p>Understand current and past tense and talk about these confidently.</p> <p>Begin to use conjunctions when speaking e.g. and , because.</p>	<p>Know when to respond, holding thoughts and ideas, using these when relevant.</p> <p>Draw upon their own knowledge to offer explanations.</p> <p>Use time connectives in speech.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</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>



## Literacy (L)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception	Future Steps
Comprehension	<p>Show an interest in books, makes comments about illustrations.</p> <p>Identify a character from a familiar story using the front cover and pictures.</p> <p>Have favourite stories, rhymes, poems and non-fiction texts.</p>	<p>Finish a nursery rhyme, by saying the ending. Suggest what a story may be about from the front cover.</p> <p>Compare and describe a familiar character, including basic features.</p> <p>Share favourite stories using some key vocabulary from the text.</p>	<p>Join in with repeated refrains from a familiar story.</p> <p>Identify the beginning, middle and end of a simple familiar story. Answer who and what questions linked to what has been read.</p> <p>Explore newly learned vocabulary and use in context.</p>	<p>Orally re-tell a familiar story using puppets/props.</p> <p>Discuss story settings – for term of reference. Answer where questions linked to what has been read.</p> <p>Act out stories and texts using role play opportunities.</p>	<p>Answer questions about a character from a familiar story. Can identify features of a book.</p> <p>Describe a familiar character in detail, linked to emotions. Answer when questions linked to what has been read.</p> <p>Re-tell stories using newly learned vocabulary.</p>	<p>Sequence a familiar story and re-tell in their own words.</p> <p>Create an alternative ending for a familiar story. Answer why questions linked to what has been read.</p> <p>Use newly learned vocabulary in speech, discussions and writing.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Answer simple comprehension questions about stories and non-fiction texts.</p> <p>Predict what a character in a story might do next.</p> <p>Use new vocabulary correctly in different situations.</p>
Word Reading	<p>Explore singing, rhymes and talking for a purpose.</p> <p>Recognise some logos and familiar print in the environment.</p> <p>Handle books carefully and the correct way.</p>	<p>Play with sounds in words. Identifies a rhyming word.</p> <p>Begin to identify sounds through phonic games. Can syllable mark words.</p>	<p>Hear, say and identify some familiar letters in the environment.</p> <p>Begin to blend sounds and make them into a word.</p>	<p>Begin to recognise some RWI set 1 sounds. Continues a rhyming string.</p> <p>Identify sounds independently in some words orally and visually</p>	<p>Recognise and say a sound for all set 1 sounds in RWI.</p> <p>Be able to blend assisted cvc and ccvc words.</p>	<p>Recognise and say a sound for digraphs, special friends and red words in RWI.</p> <p>Blend independently with cvc and ccvc words</p> <p>Read phrases, captions and labels</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books</p>	<p>Know all single letter sounds and at least 15 digraphs.</p> <p>Blend sounds to read words, including words with consonant clusters at beginning or end of word.</p> <p>Read simple sentence with fluency.</p>

		Know that print carries meaning.	Read books for enjoyment and pleasure.	Know that in English print is read from left to right and top to bottom, track with eyes.	Read simple words. Changes voices when reading to suit the character.	independently. Read with intonation and expression.	that are consistent with their phonic knowledge, including some common exception word.	
Writing	<p>Use large scale movements, crossing the mid line. Supported by squiggle while you wiggle.</p> <p>Make voice sounds, pronounce most sounds correctly.</p> <p>Identify environmental sounds and general sound discrimination.</p>	<p>Make marks on a large scale, giving meaning to the marks they make.</p> <p>Link sounds to object e.g. duck = quack</p> <p>Orally hold a 2-way conversation, copying modelled sentences.</p>	<p>Make marks on a small scale, giving meaning to the marks they make. Practice manual dexterity and finger isolation.</p> <p>Orally blend simple words with support.</p> <p>Orally blend and segment sounds in words.</p>	<p>Draw pre-writing shapes such as circles, lines when mark making for a purpose.</p> <p>Hear and say initial sounds in words.</p> <p>Give meaning to marks as they write in detail.</p>	<p>Form recognisable letters in different media, following the RWI programme.</p> <p>Hear initial, middle and final sounds in words and represent these.</p> <p>Write cvc words, cvcc words, labels, captions and names independently.</p>	<p>Form recognisable letters on paper, using ascenders and descenders most of the time.</p> <p>Spell words using their phonological awareness.</p> <p>Add features of a sentence to their writing e.g. finger spaces, capital letters and full stops.</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Form all lower-case letters correctly, ensuring ascenders and descenders are clear. Sit letters on the line.</p> <p>Leave finger spaces between words. Make phonetically plausible attempts to spell longer words.</p> <p>Show some use of capital letters and full stops when writing simple sentences.</p>



## Mathematics (M)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception	Future Steps
<b>Number</b>	<p>Recognises some significant numbers</p> <p>Notifies and comments what they can see.</p> <p>Demonstrate; give me, show me a number.</p>	<p>Rote count to 5</p> <p>Visually uses and explores 5 frames in provision.</p> <p>Visually, shows that a number can change when something is added.</p>	<p>Sings number rhymes and songs using number names to 10</p> <p>Subitise through adult modelled play.</p> <p>Visually, shows that a number can change when something is taken away.</p>	<p>Recognises numbers 0-5 and attempts formation</p> <p>Subitise 1-2 and explore the composition of 1 and 2.</p> <p>Orally combine numbers, including pictorially.</p>	<p>Uses whole part diagrams, understands composition of numbers. Recognises numbers 0-10 and can form these.</p> <p>Subitise 3-4 and explore the composition of 3 and 4.</p> <p>Record number facts, including doubling.</p>	<p>Cardinality of numbers to 10. Recognises and writes numbers to 20, including place value</p> <p>Subitise 4-5 and explore the composition of 4 and 5.</p> <p>Use subtraction facts to 10, recalls composition of number.</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>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</p>	<p>Begin to understand composition of 2-digit numbers (tens and ones)</p> <p>Subitise amounts up to 10.</p> <p>Recall some addition facts for numbers to 10,</p>
<b>Numerical Patterns</b>	<p>Says some number names in play.</p> <p>Use language more than/less than in play.</p> <p>Explore patterns through music.</p>	<p>Uses number names in context.</p> <p>Explore opportunities to work out more than/less than.</p> <p>Play with patterns in the environment.</p>	<p>Give each object a number name.</p> <p>Makes comparisons in relation to amounts.</p> <p>Continue a repeating pattern e.g. colour or shape.</p>	<p>Count accurately to 10 using 1-1 correspondence.</p> <p>Compare amounts up to 5, using language; greater, fewer, least and most.</p> <p>Learn and recall doubling facts.</p>	<p>Count accurately to 20 using 1-1 correspondence.</p> <p>Compare amounts up to 10, using language; greater, fewer, least and most.</p> <p>Explore odd and even by grouping in 2's, using visual images e.g. Numicon.</p>	<p>Recognises patterns within the number system.</p> <p>Use and apply all skills when problem solving.</p> <p>Explore sharing equally. Continue a repeating pattern of three parts.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and</p>	<p>Verbally count to 50, using the pattern of the counting system.</p> <p>Compare quantities beyond 10 in different contexts.</p> <p>Explore and represent patterns in numbers beyond 10, including evens and odds,</p>

							how quantities can be distributed equally;	counting in 2s, 5s and 10s.
Shape, Space and Measures	Sort objects according to their own criteria. Uses time related vocabulary linked to the daily timetable.	Sort objects according to a given criteria e.g. colour, shape. Uses positional language; on top, behind, next to, in front.	Comment on shapes in the environment, begin to name and talk about properties of 2d shapes. Explores measures using non-standard units.  Nursery shape focus; circle, square, rectangle, triangle, oval	Use the language related to mass, size, capacity, length, height and time. Recognises differences related to shape, size and colour. Explores 1p coins and values.  Reception shape focus; semi-circle, pentagon, hexagon, octagon, sphere, cone, cube, cuboid, pyramid	Name and order days of the week. Measures and records using non-standard units.	Use positional language; inside, beside, between, above and below. Recognises o'clock times. Can order events using time related vocabulary.	Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare and solve problems. To explore characteristics of everyday shapes.	Begin to use standard measure when exploring length, capacity and mass.





## Understanding the World (UTW)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception
Past and Present	<p>Talk freely about significant people in their lives.</p> <p>Share stories from the past, discuss and compare with adult input.</p> <p>Show an interest in a range of books.</p>	<p>Talk freely about home life.</p> <p>Use age-appropriate language to compare and discuss then and now, old and new.</p> <p>Talk about significant characters and events from stories they have read.</p>	<p>Talk about jobs their familiar adults do.</p> <p>Talk about what makes them the same/different.</p> <p>Remember significant events in their lives through the use of visual aids e.g. photographs.</p>	<p>Explore and experience different jobs through role play.</p> <p>Talk about phases of their lives.</p> <p>Recall past events linked to the time of year.</p>	<p>Talk about people in the community and the roles.</p> <p>Compare old and new e.g. vehicles.</p> <p>Use, explore and handle artefacts.</p>	<p>Understand and explain different job roles.</p> <p>Compare past and present.</p> <p>Re-tell stories discussing past events and significant people.</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>
People, culture and communities	<p>Talks about where they live.</p> <p>Talk about their family traditions.</p> <p>Talk about familiar places they have been.</p>	<p>Notices and comments on features of where they live.</p> <p>Compare their family traditions and discuss similarities and differences with others.</p> <p>Use vocabulary related to familiar places.</p>	<p>Tells stories about places they have visited and journeys they have been on, real life scenarios or using their imagination.</p> <p>Listen to stories from the bible and special books.</p> <p>Look at their country e.g. traditional clothing, food, visual images.</p>	<p>Map their journeys in local community or linked to stories.</p> <p>Talk about the community that they belong to.</p> <p>Compare buildings and landscapes from other countries.</p>	<p>Use vocabulary linked to journeys and then environment. Develop a sense of place.</p> <p>Have a sense of belonging to a community, talk about how it feels.</p> <p>Compare opposites and discuss e.g. countryside, rainforest, city, desert, mountains, polar regions through stories and non-fiction texts.</p>	<p>Name features and landmarks in their immediate environment.</p> <p>Explore different religions and cultures through festivals and celebrations.</p> <p>Use a globe, atlas, non-fiction texts, internet to explore other countries, cultures, lifestyles and languages.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</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>

The Natural World Technology	<p>Have the opportunity to explore and observe local/natural environments.</p> <p>Notice differences. Explores using their five senses.</p> <p>Notices changes in materials e.g. when cooking.</p>	<p>Notice seasonal changes in the environment.</p> <p>Comment on differences and discuss.</p> <p>Notices seasonal changes in the environment.</p>	<p>Show care and concern for living things in the environment. Makes observations using tools including magnifying glasses.</p> <p>Compare contrasting environments in their local environment and discuss e.g. woodland, town centre.</p> <p>Explores magnets and what attracts them.</p>	<p>Name and recognise some common animals and plants.</p> <p>Compare climates in other countries e.g. what to wear and how to dress.</p> <p>Notices changes in state of matter e.g. melting and freezing.</p>	<p>Discuss the purpose of animals and plants.</p> <p>Research other countries using a variety of media including books, internet, experiences, pictures.</p> <p>Explore what happens to objects when forces are applied.</p>	<p>Develop a life cycle of growth and changes and discuss observations.</p> <p>Look at contrasting environments and make comparisons including the reasons for these.</p> <p>Understand how litter and pollution affect the natural world.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Technology	<p>Follows a simple 1 step instruction. Explores toys using on off buttons.</p> <p>Learn and follow basic hygiene practices.</p>	<p>Follow complex instructions, set of 2 or 3. Knows how to operate simple equipment e.g. tonie box, torches.</p> <p>Use food hygiene tools for a purpose and associate with language e.g. whisk, mix, stir.</p>	<p>Follow a pattern e.g. coding sequence.</p> <p>Identify and discuss healthy and un-healthy foods.</p>	<p>Take photos using a digital device.</p> <p>Measure using non-standard units, link to capacity vocabulary.</p>	<p>Give a pattern e.g. coding sequence. Have an age related understanding of E-safety through modelling of safe internet use.</p> <p>Talk about the changes in texture, state of matter and how different cooking process can affect these.</p>	<p>Program a simple instruction e.g. beebots.</p> <p>Measure using non-standard and standard units, understanding the importance of the combination of ingredients.</p>	<p>Recognise, select and use a range of technology. Link instructions and patterns to simple coding and spatial reasoning.</p> <p>Cook for pleasure and enjoyment. Understand the need for measures and instructions when cooking to achieve a finished product.</p>



## Expressive Art and Design (EAD)



	Nursery baseline	Phase 1	Phase 2	End of Nursery/ Beginning of Reception	Phase 3	Phase 4	End Of Reception
Creating with Materials	<p>Explore texture and form.</p> <p>Give a meaning/name to their creation.</p> <p>Play alongside other children.</p>	<p>Uses tools and construction materials safely and for a purpose. Draw a simple representation of events, objects, or people.</p> <p>Design and construct for a purpose.</p> <p>Notice what adults do and copies actions.</p>	<p>Explore what happens when the mix colours, creates different textures.</p> <p>Use joining techniques, trying and testing different ways.</p> <p>Play cooperatively.</p>	<p>Explain what materials/tools they have used and why.</p> <p>Orally plan a creation, requesting/sourcing materials.</p> <p>Introduce a storyline into their play, builds role play around toys.</p>	<p>Manipulates materials for effect.</p> <p>Choose colours and techniques and explain why they chose these.</p> <p>Participate in complex cooperative play, introducing a plan and rules into their play.</p>	<p>Selects the correct size of tools for a purpose e.g. paintbrush.</p> <p>Evaluate their designs – plan, do and review.</p> <p>Use available resources to represent something else in their play.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being imaginative and expressive	<p>Listen to stories and responds.</p> <p>Enjoy listening to songs and rhymes, moves in response to music.</p> <p>Move in response to music.</p>	<p>Understand the make-up of stories; beginning, middle and end.</p> <p>Join in with some nursery rhymes and action songs.</p> <p>Sing to self and makes up simple songs.</p>	<p>Act out a story, self-initiated in role play provision.</p> <p>Sing some nursery rhymes from memory; nursery rhyme time initiative.</p> <p>Begin to perform with others, using movement to express feelings.</p>	<p>Invent own storylines, narrative and characters.</p> <p>Explore instruments, the different sounds that they make and the way they are played; strum, shake and bang.</p> <p>Move rhythmically, makes up own rhymes. Can identify and maintain a steady beat.</p>	<p>Adapt play to include others and their ideas.</p> <p>Select an instrument to match a sound. Initiates new combinations of movements and gestures.</p> <p>Create own actions to songs and music.</p>	<p>Play cooperatively to act out a narrative.</p> <p>Explore and learn how sounds can be changed; pitch and tempo. Has a repertoire of songs and actions.</p> <p>Perform with confidence, showing an awareness of the audience.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>