



St Botolph's EYFS Assessment Document (0-5 years)



Communication and language

	Listening, Attention and understanding	Speaking
Range 1	I turn toward a familiar sound when I hear it. I respond to different intonations and sounds of voices I react smiling, looking and moving I listen or look when I hear someone talk I enjoy listening to familiar sounds, words, or finger plays I turn when hear my name I am starting to react to certain sounds or gestures	I can show my needs and feelings in a variety of ways including crying, gurgling, babbling and squealing I am starting to make my own sounds in response to a familiar adult talking. I show I want to be picked up by lifting my arms I am starting to babble to communicate with adults; says sounds like baba, nono, gogo I can point and look to make requests and to share an interest
Range 2	I move my whole body to show I enjoy sounds such as music or a regular beat I can concentrate on something for a short time. I enjoy laughing and being playful with others I am starting to follow others' body language, including pointing and gesture I can respond to simple questions when in a familiar context with a special person (e.g. Where's Mummy? Where's your nose?) I have a bank of single words I understand. e.g. cup, milk, daddy I can use everyday objects on myself	I use sounds in play, e.g., brrm for toy car I use single words I frequently imitate words and sounds I enjoy babbling and increasingly experiments with using sounds I can use words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) I point with an eye gaze, and then fingers or hands, to make requests and to share an interest I can create my own personal words I am starting to use my own name.
Range 3 (3-4)	I listen to and enjoy rhythmic patterns in rhymes and stories, I try to join in with actions or vocalisations I pay attention to my choice of activity I may move quickly from activity to activity. I am able to follow routine events and activities using nonverbal cues I am starting to follow instructions out of routine. I can select a familiar object by name I will go and find objects when asked, I can identify objects from a group I can understand simple sentences I can point to different parts of my body I can carry out some simple actions with toys	I can copy familiar expressions, e.g. Oh dear, All gone. I can use different types of everyday words I am beginning to put two words together I am beginning to ask simple questions I am beginning to talk about people and things that are not present I can use gestures, sometimes with limited talk



Range 4 (5-6)	Social Rules of listening I can concentrate on one activity I can shift to a different task when my attention is fully obtained I can recognise my own name when spoken Listening to what is read with understanding I can identify colours I understand what objects are use for I can recognise and respond to many familiar sounds I enjoy playing with sounds, songs and rhymes Listening, retelling, recounting and performing I can listen to simple stories and explain what is happening, sometimes using pictures to help. I enjoy listening to the noises adults make when they read stories I can understand and act on 2 key level word sentences I can identify action words. Listening and learning I turn towards familiar sounds I make eye contact and copy facial expressions I can start to understand simple questions with who, what and where I am developing an understanding of simple concepts (e.g. Fast/slow, good/bad) I understand some simple prepositions such as in/under. Listening to following instructions I can identify action words by following simple instructions, I respond to instructions with movement.	Phonology I can repeat two words I can link together 3-5 words I have some issues pronouncing multi-syllabic words I may have issues pronouncing l/r/w/y/f/th/s/sh/ch/dz/j Pragmatics(effective communication) I can use longer sentences (e.g. Mummy gonna work) I am beginning to use word endings (e.g. going, cats) I can use some simple prepositions such as in. Semantics I can use words to share feelings, experiences and thoughts, using 3 or more words I can hold a conversation, (jumping from topic to topic) Pragmatics (syntax) I am learning new words and I can use them in a conversation or in my play I can use a variety of questions (e.g. what, where, who) I use 'I when I am talking about myself I can use around 300 words (including words for time, space and function)
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Nursery Baseline (7)	Social Rules of listening I can follow a simple instruction, such as stand up or get your coat. Listening to what is read with understanding I am starting to listen to others but I can get easily distracted. I watch someone when they talk. Listening, retelling, recounting and performing I can listen to a simple story and understand what is happening with help of pictures. Listening and learning I can understand sentences with 2 information carrying words, such as get the <u>big cat</u>. Listening to following instructions I can respond to simple requests (possibly after being shown by an adult) such as put it down or stop.	Phonology 80% of time I can be understood using simple words/phrases I can repeat a 3 word phrase Pragmatics I can talk for a longer period of time Semantics I can use approx. 900 words I can use in/on/under I can match colours I can use big/little I can answer simple 'who?', 'where?' questions. I can answer one of three questions ("What do you do when you're hungry, sleepy or cold?"). Pragmatics (syntax) I can use some past tense words I can use 's' for possession I am beginning to use future tense I use imperatives (Commands) Social rules of speaking I will turn my head when someone says my name Retelling, recounting and performing I can assume a role of another person in play. I can sing songs I have learned. Sentence structure and grammar I am able to use words/phrases in recalling past experiences Vocabulary I recognise and use basic vocabulary of colour, home objects, animals, classroom objects, weather, body parts, outdoor objects.
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Autumn (8)	Social Rules of listening I can come to the carpet when I hear the carpet time song I can hang up my coat and collect my milk card in the morning (with support) Listening to what is read with understanding I can sit in a group activity for 3-5 minutes and show fantastic sitting and look at the teacher or the person talking for some of the time. Listening, retelling, recounting and performing I can join in with nursery rhymes that I know or I have practised by making sounds/using words/using movement. I can respond to others that in are in character such as the characters from the Gingerbread man or the three little pigs. Listening and learning I can understand the pronouns me/I, she and he I can answer what, who and where questions by pointing to the object or by saying the objects name. Listening to following instructions I can listen and respond to a one step instructions I will respond to my name and change activity when asked.	Phonology <i>I use final consonants most of the time.</i> <i>I sometimes use diminutisation - adding 'i' to the end of nouns e.g., 'doggy'.</i> <i>I use unstressed syllable deletion - unstressed or weak syllables omitted 'nana' for banana</i> <i>I may use Fronting - Velar or palatal sounds like 'k', 'g' and 'sh' are substituted with alveolar sounds like 't' and 's' - 'tootie' for cookie</i> <i>I can remember a 4/5 word phrase</i> Pragmatics <i>I use more fillers to acknowledge partner's message (uh-huh, okay).</i> <i>I may use more elliptical responses (omission of words from a sentence 'I played in the sand, and Ben did too').</i> I will ask for permission before getting up at carpet time. Semantics I can talk about what I am doing by using short phrases of 4/5 words I can use the sentence stems: I like, I don't like, I want, can I have... I can use approximately 1500 words Pragmatics (syntax) I am beginning to use is at the beginning of a question I can use contracted forms of modals (won't/can't) Social rules of speaking I will turn to see who is talking Retelling, recounting and performing I am beginning to use the language for fantasies, jokes, teasing I can talk about things that are important to me, such as my favourite toy/my family/my pet. Sentence structure and grammar I am able to use phrases in recalling past experiences – such as what I did yesterday or at the weekend using 4/5 word phrases Vocabulary I can use new words I have learned (word aware) in my play
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Spring (9-10)	Social Rules of listening I can show some control, i.e. resisting impulses to call out or take. Listening to what is read with understanding I can switch attention when given clear prompts I can sit in a group activity for 6-7 minutes and show fantastic sitting and look at the teacher or the person talking for most of the time. Listening, retelling, recounting and performing I can join in with repeated refrains and anticipates key events and phrases Goldilocks and Jack and the Beanstalk Listening and learning I understand prepositions such as under, on top, behind by carrying out an action or selecting correct picture I can identify and use the opposite word. I can understand who, what and where questions when actively playing. Listening to following instructions I can respond to two step instructions such as put your coat on and line up at the door. I can stand behind someone in a line. I can come to the door when asked.	Phonology I can sometimes reduce consonant clusters to a single, 'pane' for plane I can sometimes Glide - 'r' becomes a 'w' and 'l' becomes a 'w' or 'y' sound 'wabbit' for 'rabbit' or 'yeyo' for yellow. I can remember a 5/6 word phrase I may start to use simple connectives such as and. Pragmatics I am beginning to have conversations with a teacher or a friends where I take turns in talking Semantics I can use the colour names red, blue, yellow, black, white, purple, orange and green I can use the sentence stems I am happy when, I am sad because, I feel, Can you help me with.... I can question why things happen Pragmatics (syntax) I am starting to use consistent past tense I am starting to use the pronouns I, she, he and they correctly I am starting to use some irregular plural forms (child/children) Social rules of speaking I am beginning to have conversations with a teacher or a friends where I may interrupt. I am starting to face people when I talk Retelling, recounting and performing I am able to explain what is happening I can play using simple narratives from as story or my own experience. Sentence structure and grammar I am able to use phrases/sentences in recalling past experiences Vocabulary I am using a variety of different words from my own experience I am starting to use words I have learned in my play.
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Summer (11-12)	Social Rules of listening⁹ I can show I am a good listener by eyes looking, ears listening, sitting still for a short period (5-10 minutes) Listening to what is read with understanding I can turn my head and focus on who is talking I can start to respond to what is being said. Listening, retelling, recounting and performing I can listen to familiar and longer stories with increasing attention and recall Listening and learning I am beginning to understand why and how questions Listening to following instructions I can respond to instructions with more elements, i.e. with $\frac{3}{4}$ steps, get up, tip toe to the cloak room and put on your coat and line up at the door.	Phonology I am beginning to use more complex sentences to link thoughts using 4/5 words. <i>I may make some errors when I talk</i> Pragmatics I can repeat a sentence with 4/5 words Semantics I can use between, above, below, top and bottom I can question why things happen and gives explanations. Asks e.g. who, what, when, how Pragmatics (syntax) I am starting to use because as a conjunction I can use pronouns correctly <i>I am beginning to use a range of tenses.</i> Voice (physical) I interact with others using my voice Social rules of speaking I am beginning to have conversations with a teacher or a friend where I take turns in talking I am starting to make eye contact when I am talking to someone Retelling, recounting and performing I can retell a simple past event in correct order I am able to explain what is happening and anticipate what might happen next I can play using simple narratives Sentence structure and grammar I am able to use sentences in recalling past experiences Vocabulary I can use a range of comparatives I am using words from my own experience and words I have learned to enhance my play.
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Range 5	<u>Technology</u> I know that information can be retrieved from digital devices and the internet	<u>Online relationships</u> I can recognise some ways in which the internet can be used to communicate <u>Managing online information</u> I can talk about how I can use the internet to find things out <u>Experiences</u> Look at a range of objects, pictures and photographs to extend knowledge and vocabulary and identify and highlight important vocabulary during activities, reviewing on a regular basis.
Autumn (13-14)	Social Rules of listening I can raise my hand at carpet time I can maintain eye contact with the speaker and take turns talking Listening to what is read with understanding I can join in with a story and rhymes I can make comments about what is happening in a story Listening, retelling, recounting and performing I can retell stories through play I can act out familiar stories in play I can show a preference for a favourite story I can learn and rhyme or poem to repeat Listening and learning I can understand questions such as who; why; when; where and how I understand concepts such as either I can understand and answer a range of questions. I am beginning to understand humour, e.g. nonsense rhymes, jokes Listening to following instructions I can follow a two step instructions that includes prepositions	Voice (physical) I have the confidence to express myself using my voice. I can copy sentences with up to 6 words Social rules of speaking I can look at someone when they are speaking to me I can wait my turn to speak when on the carpet I can have discussions with my friends, with my teacher or in a small group Retelling, recounting and performing I can listen to and join in with familiar stories and join in with repetitive songs I can retell stories in my play I can imagine and recreate roles and experiences in play situations using words I know. Sentence structure and grammar I can explain something using simple sentences, including order, what happened and what might happen. I can begin to use words to organise and sequence events I can use well formed sentences most of the time (can sometimes make some mistakes sheeps instead of sheet) I can use some irregular plural nouns (men/teeth) I can use a range of word endings correctly. Vocabulary I can use and explore new vocabulary taken from stories and non-fiction texts I can use new vocabulary in my communication throughout the day. I can sort words into different categories



Spring (15-16)	Social Rules of listening I can show I have listened by commenting on what someone has said I can show I have listened by adding to something that speaker has said. Listening to what is read with understanding I can remember key points from a story without props or pictures Listening, retelling, recounting and performing I am able to follow a story without pictures or props I can talk about characters from stories I know, what they said or did and why? I can innovate my own stories based on books I have read. I can listen and talk about some non-fiction books and develop new knowledge and vocabulary. Listening and learning I can answer more complex questions I can ask questions to find out more and to check I understand what has been said to me. I can understand a range of complex sentence structures including negatives, plurals and tense markers Listening to following instructions I can respond to a string of request one after the other. I can follow a series of instructions directed to the group.	Voice (physical) I can speak at an appropriate volume I can start to use different sounds and intonation to make my voice different when telling a story. Social rules of speaking I can contribute to a class discussion I can wait for my turn to talk I can use social phrases such as good morning/how are you? Retelling, recounting and performing I can take on a different role in my play I can act out familiar stories in my play I can learn rhymes and small poems Sentence structure and grammar I can start to use observations to clarify meaning or give simple detail I can plan what I am going to say before I start talking I can use words to accurately organise and sequence events. I can use and describe an event in past tense I can have a conversation that sticks to a main theme or Intention with growing detail Vocabulary I can use language to create my own imaginative play I can use a wider range of simple adjectives I can use new vocabulary in a variety of contexts
Range 6	<u>Experiences</u> Children should have accessed to regular story times with a range of texts. Practise clapping out syllables and beat structures of longer words, rhymes or songs. Give children the opportunity to learn some songs, poems and verses by heart.	<u>Online relationships</u> I can recognise some ways in which the internet can be used to communicate <u>Managing online information</u> I can talk about how I can use the internet to find things out I can give simple examples of how to find information <u>Experiences</u> Look at a range of objects, pictures and photographs to extend knowledge and vocabulary and identify and highlight important vocabulary during activities, reviewing on a regular basis.



ELG (17-18)	Children at the expected level of development will: 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 Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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.
Greater Depth	I am starting to understand a range of idioms such as get your skates on. I can sort objects/words/experiences in to categories.	I can repeat a seven-word sentence correctly.



Personal, Social, Emotional Development

	Self Regulation	Managing Self	Building Relationships
Range 1	I can communicate different emotions though sounds. (pleasure, interest, fear, excitement) I can communicate different emotions through facial expressions. I can communicate different emotions through my body language. I can express strong feelings through crying. I can sometimes whimper, scream or cry if I feel hurt or neglected. I can seek physical and emotional comfort by snuggling in to trusted adults I can be comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking. I can react emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face	I can explore different play aspects with my body (e.g hands and feet). I can show an understanding of myself by copying sounds and expressions. I can show awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression. I can express awareness of my physical self through my own movements, gestures and expressions and by touching my own and other's faces, eyes, and mouth in play. HSC I am beginning to show growing confidence that my needs will be met by freely expressing my need for comfort, nourishment or company. I can respond to and thrive on warm, sensitive physical contact and care. I can make my needs known through crying and body movements I can respond to being rocked as a means of soothing. I can express discomfort, hunger or thirst I can be alert for periods of increasing length. I am beginning to anticipate food routines. I am beginning to move to solid feeding. I can communicate discomfort or distress with a wet or soiled nappy.	I enjoy contact with others. I seek contact with others. I am beginning to show social readiness by following movements and gazing at others. I can move my body, arms and legs I can change facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes. I can follow the gaze of my carer. I am beginning to see that people are different (recognising look. Smell, sound etc). I am beginning to respond when I hear my carers voice (e.g smile or cry) I can show my wants by holding up my arms. I can be soothed by physical touch. (e.g being held or stocked) I can display attachment behaviours by wanting to stay close to a familiar person. I can become wary or upset when with an unfamiliar person.



		I can open my mouth for a spoon.	
Range 2	I can show a wider variety of feelings, using crying, gestures or vocalisation. I am beginning to show an understanding of my emotions. I can share my feelings with a familiar adult I can seek a familiar adult when I am feeling tired or anxious. I have /use a familiar comfort object. I can use what I know to sooth myself when I am away from my carer. I can begin to change my behaviour and join in more when I am familiar with a routine. I can explore the boundaries of behaviours that are accepted by adults and become aware of basic rules.	I respond to my name. I can find different parts of my body when playing a game. I can show an interest in my reflection (even if I do not know the reflection is me) I am beginning to show separation anxiety as I become more aware of myself as a separate individual. I can assert choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away I can point to different things that I want. I can understand that my own voice and actions cause an effect on others, e.g. clapping hands starts a game I can show growing self-confidence through playing freely and with involvement. I can express my feelings and communicate through gestures, facial expressions, movements, body language and through my voice. HSC I can self-soothe. I can show quick changes in energy. I can go to an adult when I feel tired. I can feed myself finger foods. I can begin to show control of a cup or spoon. I can show control of a cup or spoon. I am willing to have my teeth brushed. I can actively cooperate with nappy changing, dressing/undressing. I can begin to communicate regarding urination and bowel movement	I can draw others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs. I look to where an adult is. I can use my gaze or point to get the adults attention to get something I want. I can engage another people to help me achieve a goal, e.g. to get an object out of reach I can cooperate with things such as dressing I can build relationships with special people I can display behaviour to show that I want to stay close to my main carer. I am wary of unfamiliar people I can explore something new when I am with a familiar adult. I can often engage with a new or challenging situation if a familiar adult is with me. I can closely watch others' body language to begin to understand their intentions and meaning I am beginning to show a fascination with other children. I begin to watch other children and interact with them, (by offering toys)



Range (3-4)	I can show positive feelings through actions. I can show negative feelings through actions. I can begin to show different feelings through words. I can feel different feeling with intensity. I can sometimes loose control of my feelings. I can offer a special object to another child if they are feeling sad. I can say how another child is feeling by their facial expressions. I can join in with another child when they are feeling happy or excited. I can show my dominance in choosing what I would like to do. I can show frustration if I have to join in with something that I do not want to do. I can show frustration at following rules and boundaries. I can show frustration with changes in my routine. <u>Experiences</u> Recognise, talk about and expand on children's emotions in play to give context.	I can show an interest in myself and others. (e.g naming their eyes, nose) I can set myself physical challenges. I am beginning to use me, you, I when talking about myself and others. I can talk about my feelings and why I feel a certain way. I can show an understanding that I am different to others. I can show my sense of self through showing the things that I like, don't like etc. I say no, me do it or mine. I can ask question about others who are different to me. <u>HSC</u> I can be active in short bursts. I can show when I need to rest. I enjoy comfort from other familiar people. I am beginning to show my like and dislikes of food and drink. I am beginning to try new things. I can show interest in indoor and outdoor clothing and shoes/wellingtons. I can communicate when I need my nappy changing. I can help to get myself dressed and undressed. I enjoy rituals established for hand washing and teeth cleaning. I can begin to feed myself with developing confidence. I can hold a cup with both hands. <u>Experiences</u> Give a range of experiences including real life, books, film and photographs to highlight differences between people to form a positive attitude towards diversity and inclusion. Discuss the different ways in which we can belong.	I can explore new environments if a familiar person is close by, by using them as a secure base. I can show empathy by offering comfort that they themselves would find soothing, i.e. their dummy I enjoy playing alone. I enjoy playing along side others. I can copy others in their play. I am beginning to show what I like and dislike. I am beginning to take notice of what others like and dislike. I can take part in a activity for a short amount of time. I can begin to take part in activities for longer amounts of time. <u>Experiences</u> Support the beginnings of new relationships with other children by modelling actions and words they can use to join in.
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Range 4 (5-6)	Behaviour I can play with increasing confidence knowing my adult is near. I sometimes go to familiar adults when I need comfort. I am beginning to be assertive. Feelings I can express my emotions. I can show a feelings of being overwhelmed. (e.g frightened, frustrated, angry, anxious) I am beginning to think about and manage my own feelings. Other's feelings (empathy) I am beginning to show concern for others. I am beginning to mirror what children are doing I am beginning to recognise that actions can hurt others. Challenge I can show an interest in playing alongside other children I can explore new toys with regular check ins. I can separate from my familiar adult to explore something or somewhere new Engagement I can explore my environment. I can play in an area of the classroom I enjoy I can play in a variety of areas in the classroom, sometimes with support. Experiences Recognise, talk about and expand on children's emotions in play to give context.	Confidence I know my own name. I can seek help from an adult verbally or non-verbally I can demonstrate a range of emotions Resilience I can be distracted for a short time when I am upset I can come into class with little distress I am settled in my classroom Following rules I am beginning to understand that my actions have consequences. I join in with some routines in the school day. I am beginning to understand boundaries/rules. making choices I can select resources I am interested in I know the different things that I like and can do. I am beginning to make my own choices and decisions. Personal health I can take rest when I need it I can feed myself. I can hold a cup with two hands (without spilling) I can begin to show some independence when looking after myself. I can begin to show an understanding of routines such as hand washing and teeth cleaning (with adult support) I can begin to keep control of my bladder. I can begin to communicate my need for the toilet. With help, I can put on and take off simple clothing items (e.g hat, unzipped coat) I can begin to notice danger and ask for support of adults if needed. Experiences Give a range of experiences including real life, books, film and photographs to highlight differences between people to form a positive attitude towards diversity and inclusion. Discuss the different ways in which we can belong.	Relationships/cooperation I can build relationship with people who are special to me. I can show an interest in others when supported by my familiar adult I am beginning to join in with new situations with familiar people. Play I normally play by myself I can play alongside/with other children I am starting to find others to play with. I can start to take on a role in my play. Attachments I can investigate new situations with support from a familiar adult. I can show care towards people who are special to me. I can start to show interest in other children Aware of own needs I can find ways to comfort myself I can find a place where I feel safe I am becoming aware of the world around me Sensitivity to the need of others I can get upset when things don't go my way I find it difficult to share I am beginning to understand that others have their own feelings. I am beginning to show an understanding of those from other cultures, communities, abilities and gender. Experiences Support the beginnings of new relationships with other children by modelling actions and words they can use to join in.
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Nursery Baseline (7)	Behaviour I am beginning to be assertive. Feelings I am beginning to think about and manage my own feelings. Other's feelings (empathy) I am beginning to recognise that actions can hurt others. Challenge I can separate from my familiar adult to explore something or somewhere new Engagement I can play in a variety of areas in the classroom, sometimes with support.	Confidence I can demonstrate a range of emotions Resilience I am settled in my classroom Following rules I am beginning to understand boundaries/rules. making choices I am beginning to make my own choices and decisions. Personal health I can begin to keep control of my bladder. I can begin to communicate my need for the toilet. With help, I can put on and take off simple clothing items (e.g hat, unzipped coat)	Relationships/cooperation I am beginning to join in with new situations with familiar people. Play I am starting to find others to play with. I can start to take on a role in my play. Attachments I can start to show interest in other children Aware of own needs I am becoming aware of the world around me Sensitivity to the need of others I am beginning to understand that others have their own feelings. I am beginning to show an understanding of those from other cultures, communities, abilities and gender.
Autumn (8)	Behaviour I am beginning to follow some boundaries. Feelings I can express and show an understanding of a wide range of feelings I can show my emotions when I am feeling frightened, frustrated, angry, anxious or over-stimulated. Other's feelings (empathy) I can acknowledge other children Challenge I can explore my environment Engagement I can explore different activities for a short span of time	Confidence I show more confidence when joining in with daily activities. Resilience I can seek comfort when things don't go according to plan Following rules I can remember rules with adults reminding me. making choices I am beginning to be more aware that other children don't have to do what I like I am beginning to share Personal health I can tell an adult when hungry, full up or tired or when they want to rest, sleep or play. I can name and identify different the main parts of the body. I can begin to use equipment and tools safely. I can wash and dry my hands I can try new foods. I can begin to gain more control over my toileting needs. I can dress with help (pull my pants up, put my arms in sleeves)	Relationships/cooperation I can seek out adults to share my experiences and play. Play I can show an interest in others play and join in Attachments I enjoy playing by myself or with one other child Aware of own needs I am beginning to understand that other children may have different feelings Sensitivity to the need of others I can start to respond to a familiar adults emotions



Spring (9-10)	Behaviour I am beginning to follow routines. Feelings I am beginning to manage my own emotions. Other's feelings (empathy) I can help and care for others if they are feeling sad. Challenge I can select and use resources with support Engagement I can join in on an activity for a period of time.	Confidence I can ask an adult for help when I need it. Resilience I can begin to distract myself when things don't work out Following rules I can remember some rules and start to explain why we need them. making choices I am beginning to be more aware that other children can like different things I am beginning to share without adult intervention Personal health I can go to the toilet by myself. I can dress with help (adjust clothes after toilet, put on own coat) I can start to notice different things that happen to my body I can wash and dry my hands and explain why it is important. I can name and identify different parts of the body. I can begin to use a range of equipment and tools safely.	Relationships/cooperation I can seek out adults and other children to share my experiences and play. Play I can start to play with a range of children with activities not of my choosing Attachments I can invite others to join my game. I can join in with others. Aware of own needs I can ask for help if I have a problem with a friend Sensitivity to the need of others I can start to respond to a familiar adults and other children's emotions
Summer (11-12)	Behaviour I can ask an adult for support when there is a conflict between me and my friends. Feelings I will seek comfort from a familiar adult. I can use objects to comfort myself. Other's feelings (empathy) I am beginning to recognise that something that I do can hurt others. Challenge I can select and use resources independently Engagement I can join in with activity with other children and talk about what I am doing	Confidence I can be confident towards people who are new to me. Resilience I can take risks and try things that are not familiar to me. Following rules I can remember rules without adults reminding me. making choices I am beginning to be more aware of similarities and differences between myself and others. I am beginning to share and take into account the needs of others. (e.g giving up a toy) Personal health I can put on my own coat (I need help with the zip) I can observe and can describe in words or actions what happened to my body when I have done some exercise, including my breath I can use some equipment and tools safely.	Relationships/cooperation I can seek out adults and other children to share my experiences and play. (offering cues) Play I can mirror what I have learnt from adults to support/extend my interactions with others. Attachments I can say who my friends are. I can extend my friendship by initiating conversations Aware of own needs I can solve problems with my friends with support. Sensitivity to the need of others I can start to recognise when people have different emotions



Range 5	<u>Self image and identify</u> I can recognise that I can say 'no/' 'please stop/' 'I'll tell/' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset <u>Online Bullying</u> I can describe ways that some people can be unkind online. <u>Health, well being and lifestyle</u> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. <u>Experiences:</u> Demonstrate for the children different ways to handle emotions, calm down or share what they are feeling.	<u>Privacy and Security</u> I can identify some simple examples of my personal information <u>Copyright and ownership</u> I know that work I create belongs to me <u>Experiences</u> Provide opportunities for children to share their family histories, special events and things, place or people that are special to them.	
Autumn (13-14)	Behaviour I can show confidence in choosing the different things I would like to use. I can start to adapt my behaviour to different circumstances. Feelings I can understand my own feelings. I can talk about my own feelings. Other's feelings (empathy) I can show and give empathy and comfort to others. I can talk about the feelings of others I can understand when I have upset another person. Challenge I can manage my own feelings and can tolerate times when my wishes cannot be met. (i.e. waiting for turn on the carpet) Engagement I can follow daily routines	Confidence I can describe what I am good at. Resilience I can stick at an activity until the end. Following rules I can follow the classroom rules making choices I can recognise that I belong to my own communities (and that not may be the same as others) I can show flexibility when understanding the needs of others. Personal health I can eat a healthy range of food and understand the need for a variety in food I can describe a range of different food textures and tastes I can describe changes to my body when I am feeling unwell. I can explain why we need to exercise, drink water, sleep and be clean. I can dress and undress.	Relationships/cooperation I can show increasing sensitivity towards other who are different from myself. I can show an understanding of different relationships. Play I can mirror interactions from my relationships with adults who are special to me, to others who I play with. Attachments I can be a good friend to other children by initiating play Aware of own needs I can be confident in speaking to people who are familiar to me, about my own needs, wants, interest and opinions. I can resolve problems with others with increasing independence. Sensitivity to the need of others I can follow requests made by my friends



Spring (15-16)	Behaviour I can talk about my behaviour and its consequences. I know steps in which to resolve a problem with others. Feelings I can talk about my own feelings and how I would change my behaviour Other's feelings (empathy) I can play cooperatively with others in a group taking into account their thinking and feelings. Challenge I can show control of my emotions (e.g. holding back, sharing, negotiation and compromise) Engagement I can maintain focus on a task until it is complete.	Confidence I know why we have rules at school and I try my best to stick to them. Resilience I can ignore distractions and start to learn from past mistakes. Following rules I can follow the classroom rules and explain why they are there. making choices I can show sensitivity towards others who are different from myself. Personal health I can show an understanding of risk and safety (of myself and others) when doing something new. I can explain how to be healthy. I can describe changes that happen when food is exposed to hot or cold temperatures.	Relationships/cooperation I can notice and ask questions about children/people who are different from myself Play I can change my play in response to interactions with my peers Attachments I can spend time with a chosen friendship group Aware of own needs I can resolve problems with others by myself. Sensitivity to the need of others I am starting to understand that we need to be polite and listen even if we disagree.
Summer (ELG (17-18))	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Range 6	<u>Self image and identify</u> I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset <u>Online Bullying</u> I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. <u>Health, well being and lifestyle</u>	<u>Privacy and Security</u> I can identify some simple examples of my personal information I can describe the people I can trust and can share this with; I can explain why I can trust them. <u>Copyright and ownership</u> I know that work I create belongs to me I can name my work so that others know it belongs to me. <u>Experiences</u> Respond to children's increasing independence, model inviting new activities to encourage participation.	<u>Experiences</u> Invite trusted people into the setting to talk about the work they do. Take walks in the local environment to places of interest.



	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples <u>Experiences</u> Model positive behaviour with commentary and allow ample opportunities to share all emotions in a safe space. Children should have ample opportunities for trial and error, highlighting how we deal with these situations in a positive way.	Provide opportunities to explore healthy eating, being safe (pedestrian and online) and using a toothbrush.	
Greater Depth	I can understand an extensive range of emotions such as anxious.	I can be confident in speaking, to a range of people, about my own needs, wants, interest and opinions.	I can have a variety of good relationships, where I resolve conflict with little support.



Moving and Handling

	Gross Motor skills	Fine motor skills
Range 1	I can gradually develop the ability to hold up my own head. I can make movements with arms and legs which gradually become more controlled. I can follow and track a sound or moving object, moving head and eyes. I can play with hands and grasp feet when lying on back alternating mouthing hands/feet with focusing gaze on them. I can roll over from back to side, gradually spending longer on side waving upper leg before returning to back. I can roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer. I can first lift head and then my chest when lying on my tummy supporting myself with forearms and then straight arms. I can start to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards. I can become increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations. Experiences Provide adequate floor space for tummy time and back time and safe time to climb, sit or move with an adult.	I can reach out for, touch and begin to hold objects, developing later on into being able to release grasp. I can explore objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing)
Range 2	I can crawl on my belly and then move up into crawling on hands and knees. I am becoming adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects. I can sit unsupported on the floor, leaving hands free to manipulate objects with both hands. I can pull myself to standing from crawling, holding on to furniture or person for support. I can walk around furniture lifting one foot and stepping sideways. (cruising) I can start walking independently on firm surfaces and later on uneven surfaces. I can start to throw and release objects overarm. I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint. I can push, pull, lift and carry objects, moving them around and placing with intent. I can climb inside, underneath, into corners and between objects. Experiences Provide a range of surfaces and materials for babies to explore, stimulating touch and all the other senses.	I can pick up objects in palmar grip and shake, wave, bang, pull and tug them between two hands while looking at them. I can join in with finger and toe rhymes and games. I can point with first finger, sharing attention with adult. I can manipulate objects using hands singly and together, such as squeezing water out of a sponge.



Range 3 (3-4)	I can develop security in walking upright using feet alternately. I can run short distances. I can walk upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. I can change position from standing to squatting and sitting with little effort. I can use my hands and start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.) I show interest in dancing and singing to music rhymes and songs, imitating movements of others. I can walk considerable distance with purpose, stopping, starting and changing direction. I can look closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other. I can use gesture and body language to convey needs and interests and to support emerging verbal language.	I can participate in finger and action rhymes, songs and games, imitating the movements and anticipating actions I can make connections between my movements and the marks I make when holding crayons, chalks etc.
Range 4 (5-6)	Flexibility I can sit up from lying down, stand up from sitting. I can kick a stationary ball with either foot I can begin to walk, run and climb on different levels and surfaces. Hand-eye Coordination I can move in response to music, or rhythms played on instruments such as drums or shakers. I am beginning to show a preference for dominant hand and/or leg/foot. I can place something on a shelf in the intended place I can turn pages of a book (sometimes several at once) Balance I can squat with steadiness to rest or play with object on the ground, and rise to feet without using hands I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. I can climb up and down stairs by placing both feet on each step while holding a handrail for support. I can sit comfortably on a chair with both feet on the ground. Strength I can run safely on whole foot. I can jump up into the air with both feet leaving the floor and can jump forward a small distance I can throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and my chest to trap it. I can begin to understand and choose different ways of moving.	Control I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Dexterity I can hold mark-making tools with thumb and all fingers (palmer) and makes random marks with different strokes Flexibility I can turn pages in a book, sometimes several at once. I can scoop water or sand. Experiences Provide a range of materials for children to tear, make marks on and print on.



	Experiences Give children opportunity to test their limits with support if needed until they know what they can do safely. Give many opportunities to explore equipment at different levels.	
Nursery Baseline (7)	Flexibility I can climb on small pieces of apparatus Hand-eye Coordination I can show a preference for a dominant hand whilst eating and accurately aim for the mouth Balance I can show balance and control on a tricycle Strength I can begin to pull myself up on to basic climbing equipment	Control I can pick up an object using a whole hand grasp I move my wrist when using things like crayons, paint or chalk Dexterity (cylindrical grasp) I can grasp objects to hold them Flexibility I can show a preference for a dominant hand
Nursery Autumn Term (8)	Flexibility I can stop confidently when moving around my environment I am beginning to use large muscle movements Hand-eye Coordination I can kick a large ball into an open space I can become more independent with meeting my own needs, i.e. putting on my own coat. Balance I can show control when using two feet, i.e. upstairs and downstairs I can start to walk over obstacles with balance and control Strength I can start to lift larger equipment I can use the meerkat, bear and penguin position when asked	Control I can make marks using lines or circular movements (left to right or up and down) I can create lines and circles pivoting from the shoulder and elbow. I can give meaning to my marks with prompting Dexterity I can roll or squeeze objects to manipulate them I can make marks using a digital grasp (all fingers may be involved) I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Flexibility I can manipulate materials for a purpose, i.e. to roll, fold or cut
Nursery Spring Term (9-10)	Flexibility I can jump up and down in a variety of ways I can adjust my speed or direction when I am playing Hand-eye Coordination I can do things more independently, i.e. manage buttons, zips or pour drinks I can start to use a range of tools with more confidence (but not always correctly) Balance I can show increasing balance and control, i.e. squatting down or climbing upstairs using alternative feet. I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability. Strength I can move a large item safely with help from my friends I understand when something maybe too heavy for me to move after trying I can use the lizard and stone lion position with increasing strength	Control I can directional and symbolic mark making when drawing I can wash and dry my hands Dexterity I am changing my grasp to make mark making more comfortable and have better control I can use my hold hand to use pegs and tweezers Flexibility I am becoming more independent when dressing or undressing, i.e. taking my jumper/cardigan off/on



Nursery summer term (11-12)	Flexibility I can run skilfully and negotiate space to avoid obstacles Hand-eye Coordination I am beginning to use one handed tools (scissors to make snips) I can grasp and release with two hands to throw and catch a large ball, beanbag or an object. I can copy a sequence or pattern of movements to rhythms or music. Balance I can balance on a sturdy piece of equipment I can maintain balance using hands and body to stabilise. Strength I understand when something maybe too heavy for me to move without trying I can travel using a stone lion position I can balance an object when using a stone lion position	Control I understand that tools must be used safely Dexterity I can mark make with increasing control, using a tripod grip I can make a ball with playdough/scrunching paper with my whole hand I can use my fingers to use pegs and tweezers Flexibility I can eat independently and start to use a knife and fork
Range 5 - experiences	Experiences Provide a range of movement-based vocabulary and model how this looks. Provide and model experiences that allow for collaboration of safely moving objects/resources they have chosen to use.	Experiences Give a range of opportunities to practise large vertical movements (including squiggle whilst you wiggle) Provide opportunities to consume different foods they can eat by peeling, pulling, twisting or with a knife, fork or spoon.
Reception Autumn Term (13-14)	Flexibility. I can jump off an object and land appropriately using hands, arms and body to stabilise and balance I can copy simple dance moves I can adjust my pace of movement by slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.etc I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Hand-eye Coordination I can throw or kick a ball with coordination I can confidently catch a large ball I can throw things with increased confidence, i.e. a bean bag into a hoop. Balance I can balance myself whilst walking across objects such as beams or planks I can balance on one foot I can hop confidently Strength I can demonstrate my core strength by running in a straight line or carrying large blocks with two hands. I can balance on one foot without falling over for more than 3 seconds.	Control I can show control when making a variety of marks I can give meanings to the marks I have made I can draw a person with body parts in the correct places I can use shapes, crosses and letters in my mark making I can begin to use anticlockwise movement and retrace vertical lines. I can form some letters correctly I can show control when holding and playing instruments. Dexterity I can use threading equipment with control I can use construction to create simple models I can hold/use scissors correctly I can use large and medium brushes with control I can handle tools, objects, construction and malleable materials safely and with increasing control, intention and safety. I can make a conker sized ball using my fingers Flexibility I have a dominant hand for writing I can demonstrate hand and wrist flexibility



Reception Spring Term (15-16)	Flexibility I can move in a range of ways with flexibility and spatial awareness including rolls, crawls, jumps, skips and hops I can move my body in response to stimulus, i.e. faster or slower music I can replicate and make up my own dances Hand-eye Coordination I can throw a ball to a friend I can show increasing control over objects, i.e. holding a small ball on a spoon I can throw and catch a smaller ball I can trace a shape or line with a finger I am beginning to use co-ordinating movements. Balance I can balance when using climbing equipment I can walk, hop or jump to sound I can pull myself up to somewhere higher I can self balance. Strength I can show a good posture whilst sitting at the table or carpet.	Control I can draw a person with details such as fingers. I can write a variety of letters that are recognisable I can form the majority of my letters correctly I can keep a steady beat when playing an instrument I can colour with control, within confines of the page (colour in a square) I can cut objects out with some control I use simple tools to effect changes to materials. Dexterity I can create models using smaller construction pieces I can use a knife and fork to cut foods I can use smaller scale threading equipment with control I can use a smaller paint brush with control. I can use mini pegs or tweezer using 3 fingers I can make a pea sized ball with playdough/scrunching paper using my 3 fingers Flexibility I can create shapes and letters by moving my wrist with flexibility I can twist the end of a glue stick successfully I can write letters correctly and move fluidly
Range 6	Experiences: Provide experiences of different surfaces and levels and open-ended play that explores the practise of different skills such as pushing, pulling, stacking and climbing. Provide activities that develop overall body strength, balance, coordination and agility. Introduce a range of balls that can be explored through ball games with teams and rules. Encourage obstacle courses that demand a range of movement and skill level. Model and explore different vocabulary to describe movement and directionality.	Experiences Explore activities such as threading, sewing, dressing/undressing dolls, junk modelling, constructions and malleable materials. Encourage children to draw and write through a range of activities, modelling the correct pencil hold and formation.
ELG (17-18)	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
GD	I can demonstrate some of the skills required to join in with some set game structures, such as football, basketball, tennis.	I am starting to use 'handwriting' when writing with accuracy and fluency. I can draw/paint a range of things that are clear to the observer.



Literacy

	Comprehension	Word Reading	Writing
Range 1		I notice different sounds and images in the environment. I can explore books I enjoy listening to books.	Early mark making.
Range 2	I can wave and taps my arms, bounce or stamp to simple rhythms in songs and rhymes. I notice pictures and symbols. I am beginning to recognise what they stand for in their familiar experiences, i.e McDonalds.	I can handle books, printed and digital reading material with interest. I can show I have heard sounds in the environment such as cars, sirens and birds. I can explore the sounds made by banging and tapping familiar objects and simple instruments.	
Range 3 (3-4)	I am interested in and can anticipate books and rhymes. I have a favourite book. I can begin to join in with actions and sounds in familiar song and book sharing experience	I can handle books, printed and digital reading material with interest and care. I can show I have heard sounds in the environment such as cars, sirens and birds and start to identify them.	I can make a mark with a range of objects. I am proud of the marks I can make.
Range 4 (5-6)	I have some favourite stories, rhymes, songs, poems or jingles. I can repeat and use actions, words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a .. I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and	I can begin to recognise familiar logos from children's popular culture, commercial print or icons for apps I can handle books with care, holding them correctly, turning pages. Phonological awareness I can join in with rhymes I can follow rhythms of songs I know and add familiar expression I can sings songs and rhymes independently	I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Handwriting I can copy over circle and spirals with increasing accuracy. I can copy over lines and diagonals with increasing accuracy Composition I can talk about the different marks I have made



	joining in with words of familiar songs and nursery rhymes. I can begin to link what I can see to what I can hear (points to daddy bear)		
Baseline Nursery (7)	I have a favourite book that I seek out to share with an adult or friend.	Reading I can begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. I can imitate reading, i.e. following print with their finger as they talk. I can show interest in illustrations and words in print and digital books and words in the environment. Phonological awareness I can identify some environmental sounds. I can join in with songs or rhymes and copy sounds/tempo.	Handwriting I can independently makes marks (lines and circles) I am beginning to understand that writing and drawing are different. Spelling and phonics I can make marks to show my name Composition I can talk about how I made my marks
Autumn Nursery (8)	I can pay attention and responds to the pictures of words in a book. I can listen to and join in with stories and poems, when reading with someone or in a small group. I can fill in missing words from well known rhymes I can join in with repeated refrains. I can discuss and re-enact key events from new and familiar books I have read.	Reading I show curiosity about words (May ask questions like what does this say) I can notice print (i.e. first letter in my name, door number or familiar logo) I can ask questions about books Phonics I can identify signs and symbols in the environment and remember what they mean Phonological awareness I can identify instrumental sounds I can copy and repeat some instrumental sounds	Handwriting My drawing start to resemble what I want to draw Spelling and phonics I can add marks to my drawing and give meaning to it. I can start to make scribbles moving from left to right across the page. Composition I can start to draw myself I can talk to an adult about what I have drawn or painted.



Spring Nursery (9-10)	I understand the names of different parts of the book, pictures, words, cover. I know that print has different purposes I can give meaning to signs, symbols and words that I have seen in different place, i.e. Morrisons I can sequence stories, play scenarios, and drawings in response to experiences, i.e. story maps. I can begin to be aware of the way stories are structured, and to tell own stories.	Phonics I can start to hear words that are similar, i.e. when they start with the same sound. Reading I can start to recognise my name I can recognise familiar words and signs such as own name, advertising logos and screen icons. Phonological awareness I can identify two rhyming words I can suggest a rhyming word I can start to blend sounds together	Handwriting I can copy over my name with increasing accuracy. I can start to represent some letters I can use a Quadruped grasp (4 fingers) Spelling and phonics I can write some letters in my name correctly Composition I can say an appropriate word to complete a sentence. I can make use different mark making to support my play, i.e. shopping list.
Summer nursery (11-12)	I understand that we start at the top of the page and from left to right. I am beginning to identify the main character/event in story they know well with support. I can suggest what might happen next in a story. I can explore new words through stories, poems, wordless books and non-fiction texts. I can learn new words rapidly and use them within my play.	Phonics I can hear initial sounds with support I can hear some end sounds with support Reading Recognises own name and maybe some common names such as sister/brothers. Phonological awareness8 I can start to blend simple CVC words together with minimal support I can recognise words that have the same initial sounds. I can count or clap syllables in a word	Handwriting I can copy over loops and wavy lines I can copy some familiar letters I can use a Quadruped grasp (4 fingers) Spelling and phonics I can write some of my name correctly Composition I can complete a sentence that is said out loud.
	<u>Online reputation</u> I can identify ways that I can put information on the internet <u>Experiences</u> Provide access to a range of texts including, poetry, stories, non-fictions books and rhymes that reflect diversity	<u>Experiences</u> Explore different signs/print around the school and the local environment.	<u>Experiences</u> Provide a range of surfaces and materials to write/mark make including apps that mix marks and pictures. Provide experiences to reduce gross motor movements into writing with purpose. (SWYW)



Autumn (13-14)Reception	I can hold a book and turn the pages from front to back. I can use illustrations, print and own knowledge to understand and discuss what I have read I can continue a rhyming string and identify alliteration I understand what a letter is. I understand what a word is. I can tell a story to a friend	Phonics I can orally segment and blend words I can recognise set 1 sounds (m – z and special friends ch/sh/qu/nk/ng) High frequency words I can read green words 1.1. to 1.5 Phonological awareness I can hear and say the initial sound in words. I can hear and say the medial sound in words. I can hear and say the final sound in words.	Handwriting I can write recognisable lower case letters. I can write my own name using a capital letter. I can write using holding fingers with reminders Spelling I can write simple CVC words using set 1 sounds Composition I can begin to label pictures (sometimes with initial sounds) I can mark make in my play with purpose. (using some familiar letters)
Spring Reception (15-16)	I understand what a sentence is I can talk about settings, characters and key events from books I can re-read corrections when an adults says I have gone wrong I can answer simple retrieval questions I can answer simple sequencing questions I can answer prediction questions based on what has happened so far.	Phonics I can recognise all set 1 sounds in words. I can blend and segment using my phonic knowlege High frequency words I can read green words 1.5 – 1.7 using speedy reading Phonological awareness I can read some phonically decodable words. I can read some simple sentences. I can start to read words in play such as labels, instructions, signs, envelopes, etc.	Handwriting I can write recognisable upper case letters. I can write using holding fingers Spelling I can write simple CVC, CCVC, CVCC words using set 1 sounds and special friends. Composition I can write a simple phrase or sentence that is dictated I can compose my own sentence before writing I can write a simple constructed phrase with support. I can use a finger space between words. I can talk about what I have written
ELG (17-18)	I can demonstrate understanding of what I have heard by retelling stories and narratives using my own words. I can begin to answer simple inference questions. I can start to pause in reading when I see a full stop. I can answer questions about vocabulary.	Phonics I can recognise set 2 sounds (ay, ee, igh, ow, oo, ar, or, air, ir, oy, ou,) I can use my phonic knowledge to read nonsense words Green/purple Reading Books High frequency words	Handwriting I can orientate majority of my letters correctly Spelling I can use my phonics knowledge to write words/phrases and sentences Composition I can hold a word, phrase or sentence in my head that I want to write.



	I am beginning to check if a text makes sense and self correct when I make a mistake. ELG (17-18) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	I can read set 2 red words (all what, we, so, was, to, me, call, her, there, want, go, old, some, he) Phonological awareness I can re-read books to build up fluency, understanding and enjoyment ELG (17-18) Say a sound for each letter in the alphabet and at least 10 digraphs; (sh, ch, nk, ng, th, ay, ee, igh) Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. I am starting to use capital letters and full stops in my sentences. I can read back my writing to make sure it makes sense.
	<u>Online reputation</u> I can identify ways that I can put information on the internet <u>Experiences</u> Explore a range of texts that show diversity, model asking and answering questions about the text about that characters, story settings, character emotions and actions within the story. Giving plenty opportunity to discuss and reinforce new and challenging vocabulary.	<u>Experiences</u> Give many opportunities for children to read aloud at their own text level at school and at home.	<u>Experiences</u> Ensure that children are taught letters using memorable and consistent phrases, giving them tools for segmenting such as 'Fred fingers' writing for a range of purposes including: • Lists • Invitations • Greeting cards • Stories (maps) • Letters • Envelopes • Maps
Greater Depth	I can answer a range of questions about what I have read, including who, what, where, when. I can make plausible predictions about what will happen in the text.	I can independently read words with digraphs, trigraphs and range of multi-syllabic words.	I can use capital letters, fingers spaces and full stops consistently and independently.



Maths

	Number & Numerical Patterns	SSM
Range 1	I can recognise when a group changes in amount (significant) Pattern I enjoy listening to patterned songs and rhymes (perhaps with repeated actions) I enjoy looking at patterned objects and images I am beginning to responds to size, reacting to very big or very small items that I can see or try to pick up	Spatial awareness I can explore space by moving, rolling and stretching I can develop an awareness of my own body, that my body has different parts and where these are in relation to each other Shape I can explore differently sized and shaped objects I can beginning to put objects of similar shapes inside others and take them out again
Range 2	I enjoy joining in with action rhymes and songs that relate to numbers I can look for things which have moved out of sight Pattern I can join in with repeated actions in songs and stories I can start and continue repeated actions	Spatial awareness I can explore space around me and start to understand position and direction, such as pointing to where they would like to go Shape I can make a tower. I can recognise some changes of shape I can start to match shapes with spaces on inset puzzles Measures I notice when an object is a different size. I enjoy daily routines I enjoy emptying containers
Range 3 (3-4)	I can respond to words like lots or more I can say some counting words I can select 1 or 2 objects from a group when asked. Pattern I can join in with and predicts what comes next in a story or rhyme	Spatial Awareness I enjoy filling and emptying containers I can investigate fitting myself inside areas and moving through spaces Shape I can push objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles



	I am beginning to arrange items in their own patterns, e.g. lining up toys	I am beginning to select a shape for a specific space I enjoy using blocks to create my own simple structures and arrangements Measures I am starting to compare objects by size and weight I can explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram I am beginning to understand that things may happen now or later.
Range 4 (5-6)	I can start to make marks to represent ideas of number. Number I can stamp or clap the right number of times with adult support I can select one item from a group I can select a small number of objects from a group when asked. Place value I can say how old I am I am beginning to recognise numbers in the environment. I can count to 2 and say the number 2 Calculation I know there are more children when another joins the group I can find 1 object when asked I can hold 1 finger on each hand and count to two. I can start to recognise when a group of objects changes in size, using some familiar language such as more, lots. Counting I can begin to count to 5 and beyond (rote) Comparison I can same some counting words randomly Pattern I can join in and anticipate repeated sound and action patterns I can talk about what happens next using the pattern of everyday routines	Spatial Awareness I can explore fitting objects into spaces. I can understand some spatial and positional language Shape I can choose puzzle pieces and try to fit them together I can recognise that two objects have the same shape I can make simple models Measures I can explore differences in size, length, weight and capacity, using high/low/tall/short I am beginning to understand about immediate past and future I can understand that things can happen now. I am beginning to recognise when it is specific times of the day such as mealtimes or home time
Baseline s nursery	Number I can point and say some numbers in sequence to 10 Place value	Shape I can build with a range of resources Measures I can compare sizes using gesture and language such a bigger/smaller.



	I can explore using my own marks and signs for mathematical meaning. Calculation I can see when a group of up to 3 things changes in size Numerical patterns I can count in everyday contexts (sometimes skipping numbers) I can say when a group has more	
Autumn Nursery (8)	Number I can recite some number names in a sequence I can recognise that not only objects can be counted, but anything including jumps or claps. Place value I can bring 1 or 2 objects when an adult requests it. I can subitise 1 or 2 objects without counting Calculation I can explore objects in two different groups and make one big group. I know that when I put two groups together, the groups gets bigger. Counting I can take part in finger rhymes with numbers Comparison I can say when two groups are the same I can sort objects into groups using 1 criteria Pattern I can copy a pattern	Spatial Awareness I can move and rotates objects to fit the space or create the shape I would like Shape I can choose shapes for a specific purpose. I can recognise when shapes are similar and different. Measures I can sequence events in everyday life and stories
Spring Nursery (9-10)	Number I can recognise that each counting number is one more than the one before I can numbers using my fingers up to 3 Place value I can count up to 3 objects and recognise the last number represents what I have counted so far (cardinal principle) Calculation I can say when two small groups have the same number of items	Spatial Awareness I can understand and use some language of position and direction Shape I enjoy making pictures or models with 2D or 3D shapes. Measures I can start to use sequencing language such as first and last.



	counting I can count out up to 5 objects Comparison I can say when something has more Pattern I can recognise some repeating patterns I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	
Summer Nursery (11-12)	Number I can solve problems with numbers I am starting to understand that numbers are made up of smaller numbers Place value I can recognise numbers to 5 I can subitise numbers to 3 quickly I can start to find 1 more than a given number I can start to find 1 less than a given number. Calculation I can solve problems with numbers to 5 I can separate 2/3 objects in different ways and recognise that total is still the same. Counting I can say one number for each item. Comparison I can compare two small groups and say when they have the same number of objects Pattern I can recognise when there is a mistake in the pattern. I can start to make my own repeating pattern abab/abcabc	Shape I can start to recognise both informal language and common 2D/3D shape names (e.g. circles and cubes and use sides, corners) Measures I can compare objects that are longer or shorter, heavier or lighter and more/less full of two items
Autumn Reception (12-14)	Number I can select the correct number to represent 1 to 5 objects I can recognise numbers to 10 I can start to write numbers Place value	Spatial Awareness I can use positional language to describe where an object is, e.g including left and right Shape



	I can subitise to 3 I can use a five frame and talk about how I have arranged the objects. Calculation I can find the total number of items in two groups by counting all of them Counting I can accurately count up to 5 objects I can count up to 10 objects I can start counting beyond 10 Comparison I can find 1 more or 1 less from a group of up to 5 objects Pattern I can recognise a repeating pattern I can talk about a repeating pattern I can continue a repeating pattern	I can use informal language and mathematical terms to describe 2D/3D shapes. (vertices, edges) Measures I can start to compare things by size, weight, capacity, distance, money, sometimes using standard measurements or everyday language
Spring Reception (15-16)	Number I can count on from a given number I can estimate how many is in a small group and check by counting I can write numbers to 10. Place value I can subitise to 5 I can use a 10 frame and discuss different arrangements Calculation I know that counting on gives a larger number. I know that counting back gives a smaller number I can add or take away 1 from a given number. Counting I can count an irregular arrangements of up to 10 objects I can find one more or 1 less from a group of up to 10 objects I can count beyond 10 I can recognise numbers to 10 Comparison I can recall some number bonds to 5(with physical support) I can recall number bonds to 5 independently.	Spatial Awareness I can investigate selecting, rotating and manipulating objects to create an image, i.e. numicon to fit a picture or 2D picture into a box model. Shape I can use informal language and mathematical terms to describe 2D/3D shapes. (vertices, edges) I enjoy exploring how shapes fit together. I can use my own ideas to create models and structures. Measures I can start to compare things by size, weight, capacity, distance, money, sometimes using standard measurements or everyday language I can start to use objects such as rulers and scales in my play. I can order and sequence events using everyday language related to time I am beginning to experience measuring time with timers and calendars



	Pattern I can talk about a repeating pattern I can continue a repeating pattern I can make my own repeating pattern.		
ELG (17-18)/summer reception	Number I can put numbers to 10 in order I can partition a group into two smaller groups in different ways. I can start to write numbers beyond 10 I can start to use standard symbols such as '+' and '-' I can record my own number sentences. Place value I can subitise to 7 I can start to see two groups of objects that make a bigger number without counting. Calculation I can find the total of two groups by counting on I can count on and back to find the answer ELG (17-18) 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.	Counting I can count out 10 objects from a larger group Begin to use teens Comparisons I can recall some numbers bonds to 10(with physical support) I can recall numbers bonds to 10 independently. I can recall double facts to 5/10 I can recall some halving facts to 5/10 Pattern I can continue a repeating pattern I can make my own repeating pattern ELG (17-18) 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.	Spatial Awareness I can use positional language to describe where an object is, e.g including left and right I can compose and decompose shapes to recognise that shapes can fit together to create a different shape. I can draw a simple map of a familiar area. Shape I can use informal language and mathematical terms to describe 2D/3D shapes. (vertices, edges) I enjoy exploring how shapes fit together. I can use my own ideas to create models and structures. . Measures I can start to use objects such as rulers and scales in my play. I am beginning to experience measuring time with timers and calendars ELG (17-18) I can use sequencing language such as first, second, third. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



GD	I can recognise numbers to 100 I can recall some numbers patterns, i.e. 2's, 5's and 10's I can record numbers sentences with some numbers beyond 20. I can use my number knowledge to add and subtract bigger numbers, i.e. doubles	I can use a range of mathematical language for 2D and 3D shapes. I can use a range of vocabulary related to time such as, o clock, months I can start to use standard measures for weight, size, capacity and money. I can order the days of the week.
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Understanding of the World

	Past and Present	People, Culture and Communities	The Natural World
Range 1		I am starting to have a sense of belonging to my family and my key carer.	I can follow moving objects with my eyes or head. I can show I have seen a object that has appeared. I look around the world with interest. I show pleasure at seeing my favourite toys I repeat actions that have an effect, i.e. tap or rattle
Range 2		I can recognise key people in my own life	I can look closely at what animals, people and vehicles do I can look for an object that suddenly disappears. I enjoy combining objects, e.g. banging two objects or placing objects into containers. I know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing Technology <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave</i> Experience Provide open ended play materials to explore textures, sounds and smells.
Range 3 (3-4)	I can recognise myself, my family or familiar objects in photographs/ films etc. Experiences Explore pictures of themselves and family members.	I can be curious about people and show interest in stories about people, animals or objects that I am familiar with or which fascinates me. I enjoy stories about people and nature and enjoy interacting with some familiar animals, i.e. minibests. I can experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can listen to stories from the bible. I can start to show respect for God.	I enjoy exploring new and familiar experiences in nature: grass, mud, puddles, plants, animal life I enjoy exploring objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking I remember where objects belong I can match parts of objects that fit together, e.g. puts lid on teapot Technology



		<u>Experiences</u> Provide opportunities to explore animals in real life and through play.	I can anticipate repeated sounds, sights and actions I enjoy toys with buttons, flaps and simple mechanisms and I am beginning to learn to operate them <u>Experiences</u> Explore different textures using fingers, feet and whole body.
Range 4 (5-6)	Chronology I enjoy hearing stories about myself and my family. Historical enquiry I enjoy looking at unknown objects Similarities and differences I notice the world around me and point to things I can see. I can see when I am wearing something that is the same as something else. <u>Experiences</u> Explore pictures of places from the local area.	Religious education I can experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to show respect for God. Locational I can tell you the name of the town I live in. Geographical knowledge I can talk about a holiday or trip I have taken Similarities and Differences I can notice differences between people. <u>Experiences</u> Provide opportunities for cultural play experiences such as home corner, pet shops, grocery shops etc. Model positive attitudes towards race, religion and disabilities.	I enjoy playing with small world reconstructions, building on first-hand experiences. Working Scientifically I can explore different materials I can explore and talk about different natural phenomena in the world around me. Similarities & Differences/Change I notice detailed features of objects in the world around me. I can talk about some of the things I have observed such as plants, animals, natural and found objects. I can care for living things. <u>Technology</u> I can operate some basic skills for digital equipment. I can operate mechanical toys I can play with water to investigate "low technology" such as washing and cleaning I can use pipes, funnels and other tools to carry/transport water from one place to another <u>Experiences</u> Explore nature hunts in and outside the setting, collecting and experiencing different phenomena, i.e. puddles, pebbles.
Baseline Nursery (7)	Chronology I can begin to talk about my own life and my family's life. Historical enquiry I am interested in finding out the names of unknown objects	Religious education I can talk about what happens in the lives of people who are familiar to me. I enjoy joining in with family customs and routines. I can identify something that makes me unique Locational	Working Scientifically I am curious about the world around me and will explore unfamiliar things Similarities & Differences/Change I can explore different materials I can start to talk about different forces



	Similarities and differences I can talk about my family and immediate community	I can put things away in the classroom where they belong. I can talk about my home and places I have visited. Geographical knowledge I can talk about the familiar places in the world around me Similarities and Differences I can explore different occupations and ways of life. I can talk about some of the similarities and differences in relation to friends or family	I can talk about changes that I can see. I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time
Autumn Nursery (8)	Chronology I can talk about my immediate family. I enjoy joining into with family customs and routines. Historical enquiry I can recognise pictures in non-fiction books and apply new knowledge and vocabulary Similarities and differences I can talk about what makes my family the same or different to someone else's' I can start to talk about different jobs in my community	Religious education I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to talk about how show respect for God. Locational I can talk about important buildings I pass on the way to school Geographical knowledge I can start to talk about what country I live in. Similarities and Differences I can notice when something is different or the same.	Working Scientifically I can explore the world around me and describe what I see, hear and feel Similarities & Differences/Change I can make comments and ask questions about aspects of the world around me such as the place where I live or the natural world. I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time
Spring Nursery (9-10)	Chronology I can talk about significant events in my own history. Historical enquiry I am interested in the lives of my family Similarities and differences I can talk about different jobs in my community	Religious education I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to talk about how show respect for God. Locational I can talk about a variety of building in my local area. Geographical knowledge I know there are other countries I can visit and that they may be different from my own. Similarities and Differences	Working Scientifically I can talk about how the seasons have changed. I can recognise that some environments are different to where I live. I can talk about some of the key features of a life cycle. I can start to make predictions Similarities & Differences/Change I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time



		I can look for similarities, differences, patterns and change.	I show care and concern for living things and the environment
Summer nursery (11-12)	Chronology I can use the words today, tomorrow and yesterday in the correct context Historical enquiry I am interested in people in my community Similarities and differences I can talk about the role of the different people in my community.	Religious education I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can start to retell stories from the bible. I can start to talk about how show respect for God. I can start to develop positive attitudes about the differences between people and the diversity of life in modern Britain. (RE) Locational I can talk about a variety of building in my local area and why they might be important. Geographical knowledge I can talk about how I might travel to different places in the world Similarities and Differences I can compare building, food, weather, animals and landscapes.	Working Scientifically I can talk about some of the key features of a life cycle. I can make predictions Similarities & Differences/Change I can talk about why things happen and how things work I have a developing understanding of growth, decay and changes over time I am beginning to understand how I can effect the world that I live in.
	Experiences Share different times or events such as Sunday lunch, movie night or games night, new pets etc. Share family histories through stories and pictures.	Experiences Visits from a range of different local occupations, i.e. farmer, vet, emergency services. Set up play experiences for a range of occupations in role play, small world etc, introducing appropriate and challenging vocabulary. Celebrate cultural, religious and community events and experiences such as Pentecost.	Technology I know how to operate simple equipment. I enjoy technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Experiences Explore different plants and animals in all forms and in different areas. Explore different forces such as push/pull and magnetics. Explore different changes in materials through cooking, floating and shadows.
Autumn	Chronology	Religious education	Working Scientifically



	I can use things in my environments to sequence and discuss the day's structure using now and next. I can talk about my immediate family I can talk about significant events in my own experience I know the days of the week in the right order I understand birthdays are the day we were born and know when mine is. I can understand the generational relationship in my family, sibling, parents grandparents. Historical enquiry I can show interest in an unknown item and with help hypothesis it's function. Similarities and differences I enjoy looking at different roles of people in the community I understand that people may celebrate different things.	I understand that not everyone celebrates the same festivals but how we celebrate might be similar, clothes, gifts, special foods. I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can retell stories from the bible. I can talk about how show respect for God. Locational I can talk about my home and familiar places I can talk about different play environments and name some features, i.e. river, mountain Geographical knowledge I know that some places are far away and I can't walk there. Similarities and Differences I can make observations of landscapes from photos and books	I am curious about the world around me. I can make comments about things I have found I can talk about the changes in objects over time. Similarities & Differences/Change I can talk about what I hear, see and feel I can talk about changes in nature I notice, i.e. the wind changing
Spring Reception (15-16)	Chronology I can use the words today, tomorrow and yesterday in the correct order. I can name the four seasons I understand that some events happened before me, my parents or my grandparents were born. I can describe special times or events for my family or friends I can order my daily routines based on pictures. Historical enquiry I can talk about images of familiar situations from the past. I can ask and answer why questions about the past. Similarities and differences	Religious education I know that some people have different beliefs and traditions that affect their lives I can link a story to a festival (easter, Diwali, Chinese new year) I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can retell stories from the bible. I can talk about how show respect for God. Locational I know that we have different environments in Britain, i.e. beaches, woods I know I live in England I can name some hot and cold countries I can talk about how things are different in other countries, weather food home	Working Scientifically I can talk part in a simple experiment I can talk about the differences in objects I can make simple predictions with support I can start classifying materials Similarities & Differences/Change I can observe how something changes over time I can ask and answer why questions I can use my knowledge to classify animals (carnivores have sharp teeth) I understand that some animals have similar features to where they live (camouflage)



	Observation of differences – how things have changed and why it is important.	Geographical knowledge I know that globe is and that it represents the world I can follow a basic map key, sea is blue, land is green I can start to create my own map Similarities and Differences I can observe the difference between two extreme climates. I understands that other countries have significant building, language and clothing life we have.	
ELG (17-18)	Chronology I can show understanding of the passage of time through life cycles I can order the human life cycle (basic) I can organise/sequence events using first, next, then Historical enquiry I can give reasons for my hypothesis about what an object is. Similarities and differences I can compare different stages in a life cycle ELG (17-18) 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 through storytelling.	Religious education I know that landmark buildings in the local environment and can talk about why they are important. I can celebrate or experience different Christian special times such as Christmas, Easter, Harvest and Baptism. I can retell stories from the bible. I can talk about how show respect for God. Locational I can talk about landmark buildings in my environment and why they are important. Geographical knowledge I know there are many different countries in the world I can talk about some features of places in the world I can draw a map for where I am Similarities and Differences I can start to match my knowledge to a country, i.e. foods, weather, animals ELG (17-18) 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;	Working Scientifically I can select equipment to help me follow my interest I can record observations in a variety of ways. Similarities & Differences/Change I can show my understanding of the passing of time through life cycles. I can sequence the basic stages of human life. ELG (17-18) 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



		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.	
	<u>Experiences</u> Provide opportunities to share family stories, including trips, moving house etc	<u>Experiences</u> Visit and study places of worship in the local community and invite visitors from different religions and cultural communities into the classroom. Provide experiences of welcoming babies, Christmas, harvest in different cultures Share experiences from other parts of the world and how children's lives are different	<u>Technology</u> I can complete a simple program on an electronic device I can use ICT hardware to interact with age-appropriate computer software <u>Experiences</u> Explore different plants and animals in all forms and in different areas. Explore different properties of different materials, including man made and natural. Explore where their family and school is located and look at different views of the school including aerial views
GD	I can talk about other people from the past. <u>Experiences</u> Explore historical figures from the past with local or relevant significance, such as Guy Fawkes or visit war memorial	I can start to talk about different religions and cultures. <u>Experiences</u> Explore different religions such as Islam and Judaism. Visit other places of worship and meet people from other faiths.	I can talk about parts of plants and animals and how they change over time. I can talk about the properties and uses of a variety of materials. I can start to work scientifically to explore the natural world. <u>Experiences</u> Explore a variety of plants and animals. Find answers through scientific experiments.



Expressive Arts and Design

	Creating with Materials	Being Imaginative and Expressive
Range 1 & 2	I can experiment with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration	I can respond to and engage with the world that surrounds me. e.g. sounds, movement, people, objects, sensations, emotions (own and others) Experiences Stimulate enjoyment of music by playing pre-recorded music or singing songs
Range 3 (3-4)	I can make marks. I show interest in the transformative effect of my action on materials and resources. Experiences Provide experiences of different objects and materials with a variety of patterns, colours, tones and textures	I can continue to explore and experiment with an increasing range of media and movement through a multi-sensory exploration and expression. I can move whilst singing/vocalising. I can move whilst listening to sounds and music I can move whilst playing with sound makers/instruments I can mirror and improvise actions I have observed. e.g. clapping or waving I can sing/vocalise whilst listening to music or playing with instruments/sound makers. I can express myself through physical actions and sound. I can pretend that one object represents another, especially when objects have characteristics in common. I can create sound effects and movements, e.g. creates the sound of a car, animals. Experiences Sing a variety of nursery rhymes and listen to music from different cultures and languages Use songs to consolidate routines
Range 4 (5-6)	Drawing I can start to make marks intentionally I can create large lines and circles Painting I can see that paint is moved by fingers or brushes I can see that marks can touch each other Colour I can see there are different colours to choose from	Imagination and creativity I respond physically to music I am beginning to explore make believe by pretending using sounds, movements, words and objects. Musical development (hearing and listening) I can anticipate phrases and actions in songs I can sing along with familiar songs I can experiment with musical instruments



	I can explore blocks, colours and marks Multimedia I can explore and experiment with a range of media Design I can use 3D and 2D structures to explore materials and/or to express ideas. Make I can explore using different materials Technical knowledge I can try and copy how an adult uses a tool I can sometimes see a tool is used for a purpose Evaluate I can pretend one objects represents another Experiences Explore early mark making using a wide range of materials such as cornflour or mud. Provide opportunities to explore materials/resources to find out what they are, what they can do and how to use them. Model how to use appropriate tools and joining methods for their own structures.	Musical development (Vocalising and singing) I can join in with songs and rhymes I can make repetitive sounds I can join in with my favourite songs Musical Development (moving and dancing) I notice that some movements leave marks I can move and dance to music I can take part in action songs Musical development (Exploring and playing) I can explore sounds makers and instruments I can start to play along with what I hear I can create sounds by banking, shaking, tapping or blowing Experiences Explore and make sounds that show different dynamics, tempo, pitch and rhythm. Encourage children to learn words and actions by heart and introduce their own instruments and movements.
Baseline nursery (7)	Drawing I have some control over what I draw I have a bank of motions that I can use to make marks Painting I can experiment with colours and marks Colour I show an interest in objects that are their favourite colour Multimedia I can explore how objects feel Design I can create a drawing/design of something of personal interest with support Make I can stack, make rows and towers Technical knowledge I can copy how an adult uses a tool Evaluate I can use a range of tools with adult support.	Imagination and creativity I can engage in imaginative play based on own ideas or first-hand or peer experiences. Musical development (hearing and listening) I can explore what instruments sounds like. Musical development (Vocalising and singing) I can sing with toys, props or other resources I can sing and chat with and to others Musical Development (moving and dancing) I can move in response to a rhythm I know some action songs Musical development (Exploring and playing) I can interact with instruments to create sounds (bang etc)



Autumn Nursery (8)	Drawing I can draw a person with head, arms and legs Painting I can explore the different marks I can make with paint. Colour I can name and collect objects by colour Multimedia I can explore different textures Design I can use a variety of construction materials Make I can make bridges and passageways Technical knowledge I know tools have a purpose Evaluate I can make choices about what I want to create	Imagination and creativity I can start to develop a story when using small world I can copy what my friend is doing. Musical development (hearing and listening) I can start to talk about what I can hear when an instrument is being played Musical development (Vocalising and singing) I can sing a whole song or nursery rhyme Musical Development (moving and dancing) I can start to move my body to the music. Musical development (Exploring and playing) I can experiment with sounds when playing instruments (loud/quiet)
Spring Nursery (9-10)	Drawing I can draw shapes such as squares, rectangles and triangles Painting I can copy an adult to make different marks Colour I can explore colour and how I can change it. Multimedia I can manipulate materials to create shapes Design I can create something of interest, i.e. a house Make I can close spaces between objects Technical knowledge I can join things together to create something Evaluate I can play with my creations	Imagination and creativity I can start to play imaginative based role play along with a friend Musical development (hearing and listening) I can identify and match an instrumental sound. Musical development (Vocalising and singing) I can sing a familiar song Musical Development (moving and dancing) I can clap or tap to the music I am listening to Musical development (Exploring and playing) I can experiment with sounds when playing instruments (fast/slow)



Summer Nursery (11-12)	Drawing I can use lines to enclose space and use these shapes to represent objects Painting I can use different brushes to add colours and lines to make simple representations Colour I can distinguish between colour and name them Multimedia I can use available resources to create props or create imaginary ones to support my play. Design I can use what I see around me to create something Make I can create enclosures Technical knowledge I can join things together and maintain balance Evaluate I can remake my creation if something happens to it (may not be the same)	Imagination and creativity I can introduce a role or simple narrative into my role play with a friend. Musical development (hearing and listening) I can start to copy sounds I have heard Musical development (Vocalising and singing) I can create different sounds using my voice Musical Development (moving and dancing) I can clap or tap to the pulse of song I am singing I am beginning to tap out simple repeated rhythms. Musical development (Exploring and playing) I can play an instrument with some control (dynamics/tempo)
	<u>Experiences</u> Invite artists, musicians and craftspeople into the setting to widen the children's range of ideas. Introduce the children to a range of artists across time and culture.	<u>Experiences</u> Provide open ended resources to allow for imaginative play, where rules are self or group created to develop their own stories and small worlds. Explore a wide variety of music and songs from different cultures and historical periods, highlighting pitch and melody within the songs/music. Provide the experience of instruments from different cultures in real life or on musical apps.
Autumn Reception (13-14)	Drawing I can use lines to enclose a space and begin to use these shapes to represent objects. I can talk about the marks I make. My drawing recognisably represent an object Painting I can use large and medium brushes to add colour to add lines in sweeping movements to make simple representations. I can hold a smaller paint brush correctly (matches pencil grip) to support control and precision.	Imagination and creativity I can create movement in response to music. I sing to myself I take part in imaginative role play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops. I notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Musical development (hearing and listening)



	I wash my paint brushes when using a new colour. Colour I can explore mixing colours and observe the changes. I can use a variety of colours when colouring and painting. Multimedia I can manipulate materials to create shapes Design I can create something of interest, i.e. a house Make I can close spaces between objects Technical knowledge I can join things together to create something Evaluate I can play with my creations	I can identify and match an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker. Musical development (Vocalising and singing) I can sing a few familiar songs. I can create sounds in vocal sound games. Musical Development (moving and dancing) I can clap or tap to the pulse of the music that I am listening to. I can clap or tap to the pulse of the song I am singing. I can adjust movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. Musical development (Exploring and playing) I can play instruments with control to play loud/quiet (dynamics), fast/slow (tempo). I can show control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.
Spring Reception (15-16)	Drawing I can draw using squares, rectangles and circles I can use a picture to tell a story I can combine shapes to create another (a rectangle and a circle to form a hat). Painting I can show focus, concentration and control painting within lines on a template. I can start to imitate a range of painting techniques modelled to them. printing, stamping, colour wash.. Colour I can select a colour for a purpose (yellow for the sun). I can try to keep colours 'clean' through washing brushes in between using colour due to their knowledge of colour mixing. Multimedia I can select from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability). 'I used this paper because it is shiny like the fish scales'. I can use different artistic effects.	Imagination and creativity I can develop storylines with detail in their pretend play, for example, someone's birthday, they sing and create a party. I can use available resources to create props to support role play. I can make up my own songs. Musical development (hearing and listening) I can think abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'. Musical development (Vocalising and singing) I can sing in a group or on my own, increasingly matching the pitch and following the melody. Musical Development (moving and dancing) I can replicate familiar choreographed dances, e.g. imitates dance and movements associated with pop songs. Musical development (Exploring and playing) I can keep a steady beat whilst playing instruments I can tap rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.



	Design I can say what they are going to make before doing so and what it will look like. Make I can create patterns Technical knowledge I can know when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively. I knows that paper can be joined in several ways and applies this knowledge in their creative work. Evaluate I can show pride in what I have created and can label them for safe keeping.	
ELG (17-18)	Drawing I can draw with more details I can draw what I have observed with some accuracy Painting I can choose to imitate a range of painting techniques modelled to them. printing, stamping, colour wash. Colour I can begin to understand and explore that a colour can be changed by adding black and white for shades and tints and comments on observations. Multimedia I can imitates marks and textures into clay/dough surface I can talk about my choices for collage and construction. Design I can create objects for a given purpose (for play or given functionality). I can explain to an adult what I have created and what it is for. Make I can create symmetry with what I have made Technical knowledge I can join simple components in 3D structures effectively using a selected method of joining (box modelling). Evaluate I can say what worked well.	Imagination and creativity I can create scenarios in collaboration with others where they have different roles. I can make plans and communicates collaboratively about their play. Musical development (hearing and listening) I can distinguish and describe changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 'This music had lots of instruments, but this music only had voices' Musical development (Vocalising and singing) I can sing the pitch of a tone sung by another person (pitch match). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Musical Development (moving and dancing) I can choreographs my own dance to familiar music, my myself or in a small groups. Musical development (Exploring and playing) I can play along to the beat of the song I am singing or music being listened to. ELG (17-18) Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;



	ELG (17-18) 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.	Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.
	<u>Technology</u> I can create a video recording and story. I can draw a picture on screen. <u>Experiences</u> Provide support for the children's self expression, i.e. how to join different materials and how to use a variety of tools accurately. .Explore different colours, textures, painting materials. e.g. light, projected image, loose parts, watercolours, powder paint. Explore colours and techniques used by different artists. E.g Kandinsky,	<u>Experiences</u> Provide the opportunity to visit art galleries, performances and invite local artists, musicians, dancers into the setting. Explore music from across the globe, including traditional and folk music from Britain. Provide a range of props, costumes and open-ended resources that extends the children's imaginative play beyond their own experiences. Go noodle.
GD	I can create my own piece of art using a range of techniques and materials and explain what I have done and why? I can create or use props to develop a extended narrative in my play, working collaboratively with other children.	I can sing a range of songs within the melody and rhythm of the song. I can play an instrument to a specific rhythm or pattern I can make up my own song or music and show others how to play it.