

Communication and Language (Listening, Attention and Understanding and Speaking).						
The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed unfamiliar words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	I can listen to other people’s talk with interest but become easily distracted. I can say how I am feeling, using words as well as actions. I can shift from one task to another, if adults get my attention. Using my name can help.	I can engage in pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops.’ I am beginning to pay attention to more than one thing at a time. I can listen during carpet sessions. I enjoy listening to stories in small groups.	I use longer sentences of four to six words. I can shift from one task to another if adults fully obtain my attention, for example, by using my name. I join in and suggest songs during sing-along. I enjoy listening to and repeating rhymes.	I understand a question or instruction that has two parts, such as: “Put on your coat and wait at the door”. I can use a wider range of vocabulary. I can ask relevant questions during show and tell.	I understand ‘why’ questions, like: “Why do you think the caterpillar got so big?” I enjoy listening to longer stories and can remember most of what happens.	I know many rhymes, am able to talk about familiar books and can tell a long story. I sing a large repertoire of songs. I use sentences joined up with words like ‘because’, ‘or’, ‘and’. For example: “I like ice cream because it makes my tongue tingle.” I am beginning to use the past and future tense: and “I went to the shop” and “I am going to the park.”
Reception	I enjoy listening to longer stories and to others in one-to-one or small groups, when conversation is of interest to me. I show interest in playing with sounds, songs and rhymes. I understand the use of classroom stationary. I am beginning to learn new vocabulary and use it.	I can follow directions (even if not intently focused). I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I still listen but can change my own focus of attention. I listen to familiar stories with increasing attention and recall. I am beginning to understand why and how questions.	I show an understanding of prepositions (such as under, on top, behind) by carrying out an action or selecting the correct picture. I understand a range of complex sentence structures including negatives, plurals and tense markers. I am beginning to understand humour, e.g. nonsense rhymes and jokes. I show variability in listening behaviour. I can introduce a storyline or narrative into my play	I respond to instructions with more elements. I can engage with non-fiction books. I listen and respond to ideas expressed by others in conversations or discussions. I can develop social phrases. I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.	I am able to follow a story without pictures or props. I understand questions such as who; why; when; where and how. I use language to imagine and recreate roles and experiences in play situations. I connect one idea or action to another using a range of connectives. I link statements and stick to a main theme or intention. I use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.	ELG: Listening, Attention and Understanding - 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. ELG: Speaking - 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, whilst making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development (Self-regulation, Managing Self and Making Relationships).						
Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	I can show impulse control. I can manage the transition from parent to keyworker. I can talk about feelings. I can settle into some activities for a while. I can select and use activities and resources, with help when needed.	I am beginning to talk about feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. I can find my keyworker group area. I am beginning to follow the routine of Nursery and join in. I can play alongside and enjoy the company of other children.	I am becoming more outgoing with unfamiliar people, in the safe context of the setting. I can sometimes manage to share or take turns with others, with adult guidance and understand ‘yours’ and ‘mine’. I can follow the routine at snack time.	I am developing appropriate ways of being assertive. I can seek adult support with friendship issues. I am increasingly able to follow rules and can understand why they are important. I can understand what being healthy is.	I can assert my own ideas and preferences and notice other people’s responses. I am beginning to understand how others might be feeling. I can take turns with support from an adult.	I can talk with others to solve conflicts. I can use visual supports to follow the routine of the day. I can take part in pretend play and take on the roles of others. I can show confidence in new social situations.
Reception	I can consider other’s needs. I can invite others to play. I am beginning to notice similarities and differences. I am beginning to recognise the impact of my actions. I can build some strong relationships with familiar adults. I can explore feelings through role play. I enjoy trying new fruit at snack time.	I can seek out companionship with adults and other children, sharing experiences and play ideas. I can enjoy a sense of belonging through being involved in daily tasks. I can develop an understanding of and interest in differences of gender, ethnicity and ability. I can assert my own ideas. I can develop particular friendships with other children. I can talk about why keeping healthy, both mentally and physically is important.	I am proactive in seeking adult support to find compromises. I can be increasingly flexible and co-operative. I can express a wide range of feelings in my interactions. I can adapt my behaviour to different situations. I can show confidence in choosing resources and perseverance in carrying out a chosen activity. I can explore how to keep my body healthy.	I can be outgoing towards people and willing to try new things. I can recognise that I belong to different communities and social groups and communicate freely about my own home and community. I have a clear idea about what I want to do in my play and how I want to go about it. I am able to often manage my feelings and tolerate situations in which my wishes cannot be met. I can learn and practice good dental hygiene and why it is important.	I can understand my own and other people’s feelings, offering empathy and comfort. I can take steps to resolve conflicts with other children by finding a compromise sometimes with support. I can say what I do well and what I am getting better at. I can work in a team to use a bow saw in Forest School. I can talk about my own and others’ feelings, behaviours and consequences. I can make a healthy snack.	ELG: Self-Regulation - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships: - 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.

Physical Development (Fine Motor Skills and Gross Motor Skills).						
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	I can climb confidently. I can run well, kick a ball and jump with both feet on the ground. I am developing manipulation and control. I am beginning to design my face out of clay in Forest School.	I can use large muscle movements to wave ribbons or flags and paint. I can participate in P.E lessons. I can make music on the drums in the Music Shed. I can participate in Yoga sessions. I can use a paint brush to mix paint together.	I can use playdough to create a body of a snake, with support. I can dig a hole. I can fill buckets with water and carefully pour into different containers. I am showing an increasing desire to be independent <i>e.g. do up my own zip and buttons.</i>	I can use a one handed tool like scissors and make snips in paper. I can confidently use the tricycles in the Outdoor Area. I can climb up the climbing frame one foot after another. I can get involved with cooking using a rolling pin and cutters to make shapes.	I am increasingly able to remember patterns of movement when dancing. I can walk up the stairs on the climbing frame using alternative feet. I can confidently manipulate clay in Forest School to make an animal. I can use a comfortable grip to hold a pencil.	I can slide down the small pole independently. I can use a saw in Forest School with adult support. I am becoming increasingly independent when getting dressed and using zips. I am beginning to show a preference for a dominant hand.
Reception	I can grasp and release with two hands. I can begin to focus on balance and movement. I can show a preference for a dominant hand. I can create lines and circles pivoting from the shoulder and elbow.	I can manipulate a range of tools and equipment in one hand. I am developing spatial awareness. I can maintain balance on stairs and while carrying objects. I can begin to form recognisable letters independently.	I can balance on one foot or in a squat momentarily, shifting body weight to improve stability. I can climb stairs, steps and move across climbing equipment using alternate feet. I can use simple tools to create changes to materials.	I can manipulate a range of tools and equipment in one hand (<i>tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves, or ribbons</i>). I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability. I can use a hack saw independently.	I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. I can handle tools, objects, construction and malleable materials safely and with increasing control and intention.	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and co-ordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing. <ul style="list-style-type: none"> - Use 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.

Literacy (Word Reading, Comprehension and Writing).						
It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems, and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	I can enjoy sharing books with an adult. I can enjoy songs and rhymes, tuning in and paying attention. I can copy finger movements and other gestures. I can engage in extended conversations about stories, learning new vocabulary.	I can begin to play phonics games in small groups. I can develop play around my favourite stories using props. I can enjoy rhyming and rhythmic activities. I can listen to and join in with stories and poems, one-to one and also in small groups.	I am developing my phonological awareness, so that I can spot and suggest rhymes. I understand that print can have different purposes. I can explore books independently. I can engage in extended conversations about stories, learning new vocabulary.	I am developing my phonological awareness, so that I can count or clap the syllables in a word. I can suggest how the story might end. I am beginning to form some letters. I sometimes give meaning to my drawings and paintings.	I am developing phonological awareness, so that I can recognise words with the same initial sound, <i>such as money and mother</i> . I can recognise familiar words and signs <i>such as own name and advertising logos</i> . I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.	I can use some of my print and letter knowledge in my early writing. I can write some or all of my name. I can write some letters accurately. I am becoming aware of the way stories are structured.
Literacy	Phonic Sounds: RWI set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. I can join in with rhymes and am showing an interest in stories with repeated refrains. I can sequence familiar stories using pictures. I can recognise initial sounds. I give meaning to marks whilst holding my pencil in a tripod grip. I can write initial sounds and simple captions. I can use initial sounds to label characters.	Phonic Sounds: RWI differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. I can write my name. I can retell stories related to events through acting/role play and images/apps. I can create story maps and retell stories. I can sequence a story – using the following vocabulary: <i>beginning, middle and end</i> . I can write invitations to celebrations and Christmas letters/lists. I can retell stories in the writing area.	Phonic Sounds: RWI differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. I can explain the main events of a story and give simple descriptions of characters. I can begin to draw/write some of these down using initial sounds. I can ask and answer questions about story book characters. I can write and use some of the tricky words such as I and The. I can write CVC words and label CVC, CVCC, CCVC words. I am beginning to write simple phrases inspired by stories. I am learning to point out the features of a book.	Phonic Sounds: RWI differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. I can retell a story with actions and or picture prompts as part of a group. I can use story language when acting out a narrative. I can think of rhyming words. I can draw pictures of characters/ events / settings in a story. I can create my own story maps, writing captions and labels, using short simple sentences.	Phonic Sounds: RWI differentiated groups Reading: Non-fiction texts, internal blending, naming letters of the alphabet. Distinguishing capital letters and lower-case letters. I can draw pictures of characters/ events / settings in a story which may include labels, sentences or captions. I can listen to stories, accurately anticipating key events & respond to what I hear with relevant comments, questions, and reactions. I can write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces. I can form lower-case and capital letters correctly.	<p>ELG: Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. 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.</p> <p>ELG: Comprehension: 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 role-play and discussions about stories (<i>non-fiction, rhymes and poems</i>).</p> <p>ELG: writing: 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.</p>

Mathematics (Number and Numerical Patterns).						
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to ten , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organizing counting - children will develop a secure base of knowledge and vocabulary from which proficiency in mathematics is built. 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.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	I can use some number names and number language accurately. I can offer comments or ask questions about numbers, demonstrating my curiosity. I can show an awareness of numbers in the environment.	I can say some number names in sequence. I can recognise and continue simple repeating patterns <i>e.g. two colours</i> . I can explore 2d shapes and begin to learn their names.	I can represent numbers up to five, using fingers. I can show awareness of one-to-one correspondence through practical everyday experiences. I can describe a familiar route. I can use some simple positional language (<i>in front and behind</i>).	I can count forwards and backwards within the number sequence 1 to 5. I can begin to make comparisons between quantities. I use some number language, <i>such as 'more' and 'a lot'</i> . I can recognise some numbers of personal significance.	I can recognise, say and identify numerals 1 to 5. I understand that numbers can identify how many objects are in a set. I can count actions or sounds. I can explore the properties of 2D and 3D shapes. I can use two shapes to form a bigger one and name it.	I can order numbers in the range 1 to 5. I can count up to five objects by touching each object and saying one number name for each item. I know that the last number in the count gives the total. I can recognise groups with one, two or three objects. I can match groups with the same number of objects (one to three). I can recall a sequence of everyday life.
Reception	I can count forwards and backwards within the number sequence 1 to 10. I can recognise, say and identify numerals 1 to 9. I can count up to five objects by touching each object and saying one number name for each item. I can represent numbers up to five, using fingers. I can subitise to 3. I can select and name 2d and 3d shapes.	I can order numbers in the range 1 to 9. I can say the number that comes after a given number within the number sequence. I can count forwards and backwards within the number sequence 1 to 20. I can use zero and the numeral to represent it. I can recognise that a shape can have other shapes in it and explore this in construction. I can compare lengths. I can compare capacity.	I can order numbers across the 10 boundaries (<i>e.g. 8 to 11</i>). I can recognise, say and identify numerals 0 to 9 and beyond. I can say the numbers that come before and after a given number within the number sequence 1 to 20. I can recognise and continue patterns linked to number more independently. I am beginning to use the ordinal language of 'first', 'second' and 'third' in practical contexts. I can confidently count any arrangement of up to ten objects. I can make 5 in different ways using two groups of objects.	I can instantly recognise, without counting, familiar patterns of up to six objects. I can begin to estimate how many objects can be seen and check by counting (up to ten). I can find one more or one less than a number from 1 to 10. I can partition and recombine small groups of up to ten objects. I can count forwards and backwards within the number sequence 1 to 20. I can begin to explore doubles and halving to 10. I can subitise to 5. I can recognise the symbols for addition and subtraction.	I can find the total number of objects in two groups by counting all of them and begin to write the number sentence. I can recognise that the number of objects in a set does not change if they are moved around. I can remove objects from a small group and count how many are left and write the total. I can count forwards and backwards within the number sequence 0 to 30. I am beginning to use a number line to add simple number sentences. I can act out, recall and write different ways to make 5 and then 10. I can compare weights.	ELG: Number: Have a deep understanding of numbers 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. ELG: Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World (Past and Present: History/ People and Communities: Geography/ The Natural World: Science).						
Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's subjective experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting notable members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	I am able to say who I am and who I live with. I can talk about any pets I might have. I can talk about some members of my family and comment on recent pictures of celebrations in my own life. "This is me celebrating Diwali..." I can talk about and describe different types of houses, including where I live.	I can talk about and point to what I see in my own environment (school/home). I understand that the weather changes and in different places you find different weather. I am able to identify suitable clothing for different weather. I know there are differences between what people believe. I know there are special places of worship.	I have a positive attitude about differences between people. I understand that there are some other countries/cities. I make comments on fictional characters in stories.	I have a developing respect and care for the environment – classroom/outdoors. I show an interest in different occupations. I enjoy exploring magnets and experimenting with them.	I can sequence family members by size and name (<i>baby, child, adult</i>). I can share similarities between characters, figures or objects. I understand the difference between plants and animals. I can plant seeds and care for growing plants with support. I know the life cycle of a butterfly and frog.	I am beginning to understand the need to respect and care for the natural environment and all living things. I explore collections of materials and identify similar and different properties. I explore and talk about forces (push and pull). I can talk about what I see, using a wide range of vocabulary. I am continuing to develop positive attitudes about the differences between people.
Reception	I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. I can explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. I can use aerial photographs/ simple maps to locate objects in 'real life'. I can draw my own simple maps. I can discuss family traditions and learn about others.	I understand that some places are special to members of my community. I can recognise that people have different beliefs and celebrate special times in different ways. I can recognise some similarities and differences between life in this country and life in other countries. I can talk about a few significant people in history and ask questions. I know some similarities and differences between different religious and cultures and understands why others celebrate.	I can explore the natural world around me. I can describe what I see, hear and feel whilst outside. I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can explore and talk about changing states (freezing/ melting, floating/ sinking). I can discuss when and how things grow.	I can talk about the lives of the people around me and their roles in society. I can understand the effect of changing seasons on the natural world around me. I can explore the natural world around me, making observations and drawing pictures of animals and plants. I know about significant individuals. I can identify emergency situations and know who to call. I can explore non-contact forces (<i>gravity and magnetism</i>).	I can understand the past through settings, characters and events encountered in books read in class and storytelling. I can make comparisons of settings and fictional settings. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read in class.	ELG: Past and Present: 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. ELG: People, Culture and Communities: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: the natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design (Creating with materials and being imaginative and expressive).						
The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 years	<p>I can move and dance to music.</p> <p>I can explore a range of sound-makers and instruments and play them in different ways.</p> <p>I am starting to make marks intentionally.</p> <p>I can explore paint, using my fingers and other parts of my body as well as brushes and other tools.</p> <p>I enjoy and take part in action songs, such as <i>"Twinkle, Twinkle Little Star"</i>.</p>	<p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can explore colour and colour-mixing.</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I can copy basic actions and am learning short dance routines.</p> <p>I can watch dances and performances.</p>	<p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can create my own songs or improvise a song around one I know.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can use my own experiences to develop storylines <i>e.g. going on a bus/car ride</i>.</p> <p>I am able to name a wide variety of instruments.</p>	<p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can remember and sing entire songs.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can create collages using mixed media.</p> <p>I can safely use and explore a variety of materials, tools and techniques.</p> <p>I can experiment with colour, design, texture, form, and function.</p>	<p>I can draw with increasing complexity and detail, <i>such as representing a face with a circle and including details</i>.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, <i>such as a city with different buildings and a park</i>.</p> <p>I can show different emotions in my drawings (happiness, sadness, fear etc.).</p> <p>I can sing the pitch of a tone sung by another person.</p>	<p>I have developed an understanding of using lines to enclose a space and am beginning to use drawing to represent actions and objects based on imagination, observation, and experience.</p> <p>I use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>I can create my own piece of art and give meaning.</p> <p>I can play a given instrument to a simple beat.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>
Reception	<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can develop storylines in my pretend play.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I am beginning to draw self-portraits, landscapes, and building/cityscapes.</p> <p>I can build models which replicate those in real life, using a variety of resources.</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can join items in a variety of ways (sellotape, masking tape, string and split pins).</p> <p>I can make music and move to music.</p> <p>I can learn some dance routines and songs matching pace.</p> <p>I can participate in the Reception Nativity.</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p> <p>I know how to improve models (scrunch, twist, fold, bend, roll).</p> <p>I know how to secure boxes, kitchen rolls, decorate bottles.</p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can listen attentively, move to, and talk about music, expressing my feelings and responses.</p> <p>I can independently select additional tools (stamps, rollers etc.) to improve my painting.</p> <p>I can create patterns or meaningful pictures when printing.</p> <p>I can use improved vocab to describe (<i>e.g. flexible, rough, rigid</i>).</p>	<p>I can create collaboratively sharing ideas, resources and skills.</p> <p>I can change the tempo and dynamics whilst playing music.</p> <p>I know how to use a wide variety of instruments.</p> <p>I can begin to understand emotion through music and can describe music in simple terms <i>e.g., 'happy', 'sad' or 'scary'</i>.</p> <p>I can draw with details.</p>	<p>ELG: Creating with Materials: 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.</p> <p>ELG: Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.</p>