

**EYFS Progression of skills**  
**Communication and Language**

Preschool			Reception			End of Reception target (ELG)
Autumn	Spring	Summer	Autumn	Spring	Summer	
<ul style="list-style-type: none"> <li>- To listen and respond to a simple instruction.</li> <li>- To listen to other people talking with some interest.</li> <li>- To say how they are feeling using words.</li> <li>- To hold a simple conversation initiated by an adult using key words.</li> <li>- To confidently use some speech sounds when talking.</li> <li>- To start to develop pretend play with the support of an adult.</li> <li>- To join in with singing songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen and respond to two-step questions or instructions.</li> <li>- To listen to longer stories or conversations and begin to remember what happens.</li> <li>- To be able to express their point of view.</li> <li>- To be able to focus on one thing for a short period of time.</li> <li>- To be able to start a conversation with an adult or a friend.</li> <li>- To be able to communicate using simple phrases and key words.</li> <li>- To develop their speech sounds with more accuracy including multi-syllabic words.</li> <li>- To independently develop their play.</li> <li>- To sing a large repertoire of</li> </ul>	<ul style="list-style-type: none"> <li>- To listen and respond to more complex multi-step instructions and questions.</li> <li>- To focus and listen to longer stories and be able to say what happened.</li> <li>- To understand 'why' questions like: "why do you think the caterpillar got so fat?"</li> <li>- To be able to debate when they disagree with an adult or friend using words and actions.</li> <li>- To maintain a conversation with an adult or friend for many turns.</li> <li>- To use longer sentences of four to six words.</li> <li>- To develop their communication skills with some support with irregular tenses and plurals.</li> <li>- To know many rhymes, be able</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how to listen.</li> <li>- To engage in story times.</li> <li>- To ask why questions.</li> <li>- To be able to articulate their ideas and thoughts using simple phrases.</li> <li>- To develop social phrases.</li> <li>- To learn new vocabulary.</li> <li>- To begin to develop their understanding of irregular tenses and plurals.</li> <li>- To build on their knowledge of rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- To know why listening is important.</li> <li>- To listen to and talk about stories to build familiarity and understanding.</li> <li>- To engage in non-fiction books.</li> <li>- To ask questions to develop their understanding and check they understand what has been said to them.</li> <li>- To articulate their ideas using well-formed sentences.</li> <li>- To begin to use new vocabulary.</li> <li>- To independently use the correct tense or plurals when speaking.</li> <li>- To begin to use talk to help work out problems and organise thinking and activities.</li> <li>- To listen carefully to rhymes and songs and begin to learn poems.</li> </ul>	<ul style="list-style-type: none"> <li>- To retell a familiar story using exact words/phrases and their own words.</li> <li>- To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>- To be able to connect their ideas or actions together using connectives.</li> <li>- To describe events in detail.</li> <li>- To use new vocabulary confidently in a range of different contexts.</li> <li>- To confidently use talk to explain how things work and why they might happen.</li> <li>- To pay attention to how rhymes and songs sound.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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.</li> </ul>

## EYFS Progression of skills

	songs and rhymes.	to talk about familiar books and be able to tell a long story.				
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## Personal, Social and Emotional Development

Preschool			Reception			End of Reception target (ELG)
Autumn	Spring	Summer	Autumn	Spring	Summer	
<ul style="list-style-type: none"> <li>- To have a successful transition into Preschool setting.</li> <li>- To be confident to leave parents when coming into Preschool with support at first if required.</li> <li>- To begin to develop meaningful relationships and friendships with key worker(s) and peers.</li> <li>- To be confident to explore preschool and engage with new expectations and routines.</li> <li>- To play with increasing confidence on their own or with others with key worker nearby.</li> <li>- To be able to express emotions and begin to manage these with support of key worker.</li> </ul>	<ul style="list-style-type: none"> <li>- To develop sense of responsibility and membership in the preschool community.</li> <li>- To develop independence and confidence in managing own needs.</li> <li>- To play with one or more children and begin to develop more confidence in social situations.</li> <li>- To increasingly follow rules and begin to understand why they are important.</li> <li>- To develop appropriate ways of being assertive.</li> <li>- To develop a greater understanding of feelings and begin to talk about them.</li> </ul>	<ul style="list-style-type: none"> <li>- To have a clear sense of self, own responsibilities and become more outgoing with unfamiliar people.</li> <li>- To select and use activities/resources with help when needed.</li> <li>- To extend and elaborate play ideas when playing with others with some support.</li> <li>- To begin to find solutions to conflicts and rivalries with some support from keyworkers if required.</li> <li>- To have a good understanding of rules and the importance of them, remembering rules without adult guidance.</li> <li>- To be able to talk about own feelings independently (e.g. happy/sad) and begin to consider how</li> </ul>	<ul style="list-style-type: none"> <li>- To have a successful transition from Preschool into Reception class.</li> <li>- To build new meaningful relationships with unfamiliar adults and peers.</li> <li>- To begin to see themselves as a valuable individual with support from an adult.</li> <li>- To independently select and use activities or resources to achieve a goal they have chosen or one that is shown to them.</li> <li>- To independently initiate, extend and elaborate play ideas with others.</li> <li>- To be able to find solutions and resolve conflicts independently.</li> <li>- To establish a clear sense of new routines and rules in Reception, understanding why they are important.</li> <li>- To express their feelings and those of others independently</li> </ul>	<ul style="list-style-type: none"> <li>- To develop constructive and respectful relationships with others.</li> <li>- To identify themselves as a valuable member of Reception and be able to highlight this with others.</li> <li>- To be confident to try new activities independently.</li> <li>- To be resilient and persevere when faced with challenges with support from an adult.</li> <li>- To identify and moderate their own feelings socially and emotionally.</li> <li>- To recognise when rules have not been followed and develop an understanding of how to correct this.</li> <li>- To independently manage own needs (including being healthy), only seeking assistance when it is really needed.</li> <li>- To be able to recognise when they have shown certain learning characteristics (e.g. try hard).</li> </ul>	<ul style="list-style-type: none"> <li>- To have formed positive attachments with adults and friendships with peers.</li> <li>- To work and play collaboratively with others and know how to take turns and share.</li> <li>- To be confident to try new activities independently, showing resilience and perseverance when faced with challenges.</li> <li>- To show sensitivity to their own and to others' needs.</li> <li>- To have a clear understanding of own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- To 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</li> </ul>

**EYFS Progression of skills**

<ul style="list-style-type: none"><li>- To notice differences between others such as hair colour, skin colour, gender etc.</li></ul>		others feel with support of keyworker.	and be able explain them.		<ul style="list-style-type: none"><li>- To explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>- To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>	<ul style="list-style-type: none"><li>- importance of healthy food choices.</li><li>- Work and play cooperatively and take turns with others.</li><li>- Form positive attachments to adults and friendships with peers.</li><li>- Show sensitivity to their own and to others' needs.</li></ul>
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**EYFS Progression of skills**

**Physical Development**

<b>Preschool</b>			<b>Reception</b>			<b>End of Reception target (ELG)</b>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- To develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills.</li> <li>- Go up-stairs and steps or climb apparatus using alternate feet.</li> <li>- To skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Start to eat independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop physical skills by taking part in some group activities which they make up for themselves, or in teams.</li> <li>- To use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- To use one-handed tools and equipment, e.g. making snips in paper.</li> <li>- To learn to use a knife and fork.</li> </ul> <p>To be increasingly independent using the toilet and washing and drying hands thoroughly.</p>	<ul style="list-style-type: none"> <li>- To match developing physical skills to tasks and activities in the setting (e.g. they decide whether to crawl, walk or run).</li> <li>- Choose the right resource to carry out their own plan (e.g. a spade to enlarge a small hole).</li> <li>- Collaborate with others to manage large items (e.g. moving a long plank, carrying blocks).</li> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- To show a preference for a dominant hand</li> <li>- To be increasingly independent getting dressed and undressed (putting coats on and doing up zips).</li> </ul> <p>To make healthy choices about food, drink and activities.</p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- To develop a more fluent style of moving with developing style and grace: Include climbing, running and jumping. Allow time to be still and quiet.</li> <li>- To develop body strength, co-ordination, balance and agility. Ensure children are getting out of breath several times a day.</li> <li>- To provide a range of wheeled resources for children to balance, sit and ride on.</li> <li>- To use core muscle strength to achieve good posture (sitting at a table and on the floor).</li> <li>- To use a range of small and large apparatus indoors and outside, alone and in a group.</li> <li>- To develop ball skills including throwing and catching, kicking and passing a ball.</li> </ul> <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>- To develop small motor skills to use a range of tools safely and confidently: pencils for drawing and writing, paintbrushes, scissors, forks, knives and spoons.</li> <li>- To develop an effective pencil grip.</li> <li>- To draw freely</li> </ul>	<ul style="list-style-type: none"> <li>- To provide challenge: run faster, climb higher, jump further.</li> <li>- To provide opportunities to spin, rock, tilt, fall, slide and bounce.</li> <li>- To encourage children to pedal bikes.</li> <li>- To combine different movements (crawling, climbing, jumping)</li> <li>- To develop body strength and balance on apparatus.</li> <li>- To use a bat and ball effectively.</li> </ul> <p>To develop an efficient handwriting style</p>	<ul style="list-style-type: none"> <li>- To sequence a set of movements to include balance and stillness to conclude movements.</li> <li>- To pedal a two wheeled bike negotiating space and speed successfully.</li> <li>- To provide opportunities for quick changes of speed and direction.</li> <li>- To have precision and accuracy when beginning and ending movements.</li> <li>- To develop co-ordination and agility when using apparatus.</li> <li>- To develop confidence, competence, precision and accuracy when engaging in activities with a ball.</li> </ul> <p>To develop the foundations of a handwriting style that is fast, accurate and efficient.</p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Small Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</li> </ul>

**EYFS Progression of skills**

			<ul style="list-style-type: none"><li>- To develop skills through threading and sewing, woodwork, pouring, stirring etc.</li></ul>			
			<p><u>Managing the school day:</u> (Ongoing throughout Reception year.)</p> <ul style="list-style-type: none"><li>- Explain rules of lining up and queuing (verbal and visual reminders)</li><li>- To develop patience, turn taking and self-control when they need to line up and wait.</li><li>- To teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</li></ul> <p>To develop good personal hygiene (handwashing and toileting).</p>			

**EYFS Progression of skills**

**Literacy**

Preschool			Reception			End of Reception target (ELG)
Autumn	Spring	Summer	Autumn	Spring	Summer	
<p>Understand (two of) the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Understand (four of) the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul>	<p>Understand (four of) the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p>Word Reading:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

**EYFS Progression of skills**

**Maths**

Preschool			Reception			End of Reception target (ELG)
Autumn	Spring	Summer	Autumn	Spring	Summer	
<p>To show finger numbers up to 5.</p> <p>To experiment with their own symbols and marks.</p> <p>To talk about and explore 2D shapes using informal language.</p> <p>To understand position.</p> <p>To read stories about journeys (e.g Rosie's Walk).</p> <p>To make comparisons between objects relating to size and length.</p> <p>To build models using shapes.</p> <p>To talk about patterns around them (informal language - spotty, pointy, blobs etc).</p> <p>To talk about the sequence of events in stories/our day (first, then etc).</p>	<p>To say one number for each item in order: 1, 2, 3, 4, 5</p> <p>To compare quantities using language more than and fewer than.</p> <p>To begin to record numerals.</p> <p>To talk about and explore 3D shapes using informal language.</p> <p>To describe a familiar route. (in, on, under, up, down).</p> <p>To make comparisons between objects relating to weight and capacity.</p> <p>To select shapes appropriately.</p> <p>To extend and create ABAB patterns (stick, leaf, stick, leaf)</p> <p>To use vocabulary like morning, afternoon, evening, night-time)</p>	<p>To recite numbers past 5.</p> <p>To know that the last number reached tells us the total (cardinal principle).</p> <p>To link numerals and amounts (up to 5).</p> <p>To solve real world mathematical problems with numbers up to 5.</p> <p>To describe 2D and 3D shapes using some mathematical language: sides, corners, straight, flat, round.</p> <p>To discuss routes and locations (in front of, behind, in between)</p> <p>Give directions to each other.</p> <p>To model specific techniques for measuring and comparing accurately.</p> <p>To combine shapes to make new ones.</p> <p>To notice and correct errors in a repeating pattern.</p> <p>To count down to forthcoming events on the calendar (number of sleeps, days of the week, today, tomorrow, yesterday)</p>	<p>To count objects, actions and sounds including matching.</p> <p>To subitise quantities to 3</p> <p>To link number symbol with its cardinal number value (up to 10)</p> <p>To count to 10 verbally.</p> <p>To identify 1 more/less to 5.</p> <p>To compare numbers.</p> <p>To use the vocabulary more than, less than.</p> <p>To explore the composition of numbers (2, 3, 4)</p> <p>To identify number bonds to 4.</p> <p>To select shapes in order to develop spatial reasoning skills - building, patterns, tiles.</p> <p>To recognise 2D shapes and explore through printing and pattern.</p> <p>To copy and continue a repeating pattern (AB, ABB)</p> <p>To compare length, weight and capacity (large/small, big/little Empty/full Heavy/light).</p>	<p>To count objects, actions and sounds to 10.</p> <p>To subitise quantities when playing games and using 10 frames.</p> <p>To match numerals to different representations of number.</p> <p>To identify 1 more/less than a number to 10 and beyond.</p> <p>To use the vocabulary fewer, same as and equal to.</p> <p>To explore the composition of numbers (5, 6, 7, 8, 9, 10)</p> <p>To identify number bonds to 10.</p> <p>To select, rotate and manipulate shapes in order to develop spatial reasoning skills- including tangrams, copy 2D and 3D models and add to them.</p> <p>To recognise 3D shapes and explore with model making.</p> <p>To recognise 2D shapes withing 3D shapes.</p> <p>To copy, continue and create a repeating pattern (AB, ABB)</p> <p>To compare length, weight and capacity (short/tall shorter/shortest, taller/tallest heaviest/lightest</p>	<p>To count, objects, actions and sounds to 10 and beyond.</p> <p>To use subitising to show a number quickly, including ten frames, fingers and dice.</p> <p>To represent quantities in different ways.</p> <p>To count verbally beyond 20.</p> <p>To share amounts between people using the vocabulary to describe what they have.</p> <p>To use staircase models to show the relationship of less than/more than</p> <p>To automatically recall number bonds for numbers 0-10.</p> <p>To select, rotate and manipulate shapes in order to develop spatial reasoning skills- solve challenging puzzles.</p> <p>To combine and explore ways to make other shapes using 2D shapes.</p> <p>To copy, continue and create a repeating pattern (ABBC)</p> <p>To identify and correct mistakes in a pattern.</p> <p>To make and test predictions relating to measurement. (Which holds more?)</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts.</p> <p>Compare quantities using greater than, less than or the same as.</p> <p>Explore and represent patterns within numbers up to 10.</p> <p>Explore odd and even numbers, double facts and sharing equally.</p>

**EYFS Progression of skills**

**Understanding the World**

Preschool			Reception			End of Reception target (ELG)
Autumn	Spring	Summer	Autumn	Spring	Summer	
<p>Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Show interest in different occupations.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p>	<p>Past and Present:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p>The Natural World:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>

**EYFS Progression of skills**

						<ul style="list-style-type: none"><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li></ul>
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**EYFS Progression of skills**

**Expressive Arts and Design**

Preschool			Reception			End of Reception target (ELG)
Autumn	Spring	Summer	Autumn	Spring	Summer	
<ul style="list-style-type: none"> <li>- To begin to make marks intentionally and give meanings to the marks that they make.</li> <li>- To use mark making to express ideas and feelings.</li> <li>- To explore different materials freely and develop their ideas with support.</li> <li>- To take part in simple pretend play, using an object to represent something else even though they are similar.</li> <li>- To listen with increased attention to sounds.</li> <li>- To sing the melodic shape of familiar songs (moving melody such as up and down, down and up).</li> <li>- To explore and play different instruments with support.</li> </ul>	<ul style="list-style-type: none"> <li>- To create closed shapes with continuous lines to represent objects.</li> <li>- To show different emotions in their drawings and paintings.</li> <li>- To independently explore materials to develop their ideas and decide what to make.</li> <li>- To explore colour and colour mixing.</li> <li>- To begin to develop complex stories using small world equipment.</li> <li>- To respond to what they have heard, expressing their thoughts and feelings.</li> <li>- To sing the pitch of a tone sung by another person.</li> <li>- To know how to independently play familiar instruments with some control.</li> </ul>	<ul style="list-style-type: none"> <li>- To draw with increasing complexity and detail.</li> <li>- To use drawing to represent ideas like movement or loud noises.</li> <li>- To develop their own ideas and then decide which materials to use to express them independently.</li> <li>- To join different materials and explore different textures.</li> <li>- To make imaginative and complex 'small worlds' with blocks and construction kits with some support.</li> <li>- To remember and sing entire songs.</li> <li>- To create their own songs, or improvise a song around one they know.</li> <li>- To play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- To return to and build on previous learning with drawing, refining ideas and developing their ability to represent them.</li> <li>- To build on previous learning with imaginative play and be confident to create imaginative and complex 'small worlds' independently.</li> <li>- To listen attentively and move to music.</li> <li>- To sing in a group or on their own.</li> <li>- To watch and begin to talk about dance and performance art with support.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore different artistic effects to express ideas and feelings with some support.</li> <li>- To develop storylines in their pretend play with some adult support.</li> <li>- To listen attentively, move to and talk about music.</li> <li>- To sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- To independently talk about dance and performance art.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a variety of artistic techniques and effects that have been taught independently.</li> <li>- To create collaboratively sharing ideas, resources and skills.</li> <li>- To confidently and independently develop storylines and conversations in their pretend play.</li> <li>- To express their feelings and responses when listening to music.</li> <li>- To express their feelings and responses when watching dance and performance art.</li> <li>- To explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>