

Sandwich Infant School - Milestones Checkpoints

Checkpoints to be used as a best fit model alongside teacher judgement. Ensure 'To be expected' criteria (highlighted yellow) have also been met when marking a child as expected.

| Communication and Language | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint – Early learning goals – Use for GLD. |
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| Listening, Attention and Understanding | <p>Follows a range of instructions linked to class routines, e.g. 'Put your drink bottle in the blue box or Hang your coat up on your peg.</p> <p>Listens to stories and can recall the main events.</p> <p>Contributes sensible comments to discussions and conversations. E.g. engaging in a simple conversation with an adult or peers. Uses talk to organise themselves and their play, e.g. 'Let's go on a bus You sit there, I'll be the driver'.</p> | <p>Listens carefully at story time and can retain what has been heard and recall key points.</p> <p>Responds to a series of instructions and responds to a range of questions. E.g. Get your coat and bag and line up at the door.'</p> <p>Contributes relevant comments in discussions showing they have listened to what has been said.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> | <p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Responds to discussion with comments and questions.</p> <p>Is able to listen in whole class lesson inputs/ whole school Collective Worship and recall some of the themes and comments at a later stage.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> | <p>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Makes comments about what they have heard and asks questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>The child will evidence on a regular basis that they are actively involved in their learning and are able to recall prior learning because they have listened and understood.</p> |
| Speaking | <p>Engages in conversation with adults and peers.</p> <p>Children may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Children can understand questions. E.g. 'why' questions, like: "Why do</p> | <p>Communicates with peers and adults.</p> <p>Uses talk to communicate needs, news, feelings and ideas.</p> <p>Uses some new vocabulary that has been shared/introduced in school.</p> | <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Uses talk in different ways, e.g. in imaginative play, to develop thinking, to re-cap learning, to collaborate and plan with others and to express ideas.</p> <p style="background-color: yellow;">Uses talk to plan what they would like to do during PDR and is able to share this with peers or adults.</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full</p> |

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| | you think the caterpillar got so fat?" | | | sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Personal, Social and Emotional Development | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint – Early learning goals – Use for GLD. |
| Self-Regulation | <p>Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.</p> <p>Can focus attention in a group situation for a short period of time and can follow a range of instructions.</p> | <p>Can identify a range of feelings, e.g. scared, excited, angry as well as happy and sad.</p> <p>Can become engrossed in an activity and is beginning to switch attention to another task.</p> <p>Is willing to keep trying if something is difficult or challenging.</p> | <p>Can identify a wider range of feelings, e.g. scared, excited, angry as well as happy and sad frustrated, nervous, worried and joyful.</p> <p>Can label and talk about own and others' emotions linked to previous known emotions.</p> <p>Is able to wait for their turn to speak in a conversation or to have their turn when playing a game therefore beginning to show evidence of wider self-regulation.</p> <p>Completes set challenges/tasks independently and is showing resilience to overcome challenges along the way.</p> <p>Is beginning to show awareness of their own strengths and weaknesses by being able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p> | <p>Shows an understanding of their own feelings and those of others, and beginning to regulate their behaviour accordingly.</p> <p>Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Gives focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions.</p> |

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| Managing Self | <p>Confident to access the environment with minimal support and follows the rules as part of the new routine.</p> <p>Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.</p> | <p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School.</p> <p>Washes hands with less reminders.</p> | <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy, e.g. getting a good night sleep, brushing your teeth regularly, keeping clean and what happens to your body in PE.</p> | <p>Confident to try new activities and shows independence, resilience and perseverance in the face of challenge.</p> <p>Explains the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |
| Building Relationships | <p>Can play with other children as part of a game or activity, without adult support.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p> | <p>Is aware of the needs of others but can find it hard to let others take the lead and is beginning to learn how to overcome this, with adult support.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately, e.g. asking them why they are sad or telling a grown up that their friend is sad today.</p> | <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Shows kindness to others through their gestures and kind words.</p> <p>Takes turns in group activities.</p> <p>Identifies how others feel and responds appropriately, by showing care for their friends and taking an action to cheer them up, e.g. draw them a picture or if they are hurt get them help they need.</p> | <p>Works and plays cooperatively and takes turns with others.</p> <p>Forms positive attachments to adults and friendships with peers.</p> <p>Shows sensitivity to their own and others' needs.</p> |
| Physical Development | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint – Early learning goals – Use for GLD. |
| Gross Motor Skills | <p>Can skip, hop, stand on one leg and hold a pose in games like musical statues.</p> | <p>Uses a range of ways to move appropriately following instruction, e.g. jumping, hopping, sliding, slithering, galloping.</p> | <p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance on and off equipment.</p> | <p>Negotiates space and obstacles safely, with consideration for themselves and others.</p> |

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| | <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Beginning to use trikes and scooters confidently.</p> <p>Uses large-muscle movements to wave flags, streamers, paint and make marks.</p> <p>Can use spades to dig in sand and soil.</p> | <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p> <p>Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.</p> | <p>Can jump safely from a piece of equipment.</p> <p>Can revise and refine a range of movement skills they have already acquired, e.g. rolling, crawling, walking, running, hopping, skipping.</p> <p>Uses a range of wheeled resources with confidence and control, e.g. balance bikes, trikes, scooters etc.</p> | <p>Demonstrates strength, balance and coordination when playing.</p> <p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children demonstrate these skills in a range of situations consistently.</p> <p>Can throw, kick, pass and catch a large ball.</p> |
| Fine Motor Skills | <p>Shows a preference for a dominant hand, e.g. will pick up a pen/pencil with the same hand each time, or will throw a ball with the same hand each time.</p> <p>Uses drawing equipment to draw a figure, e.g. a circle with stick arms and legs.</p> <p>Beginning to show some control when using writing equipment, e.g. can form some recognisable letter shapes from their name.</p> <p>Beginning to hold scissors correctly and make some snips with support.</p> | <p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Is able to mould and shape playdough with fingers and tools.</p> <p>Can copy some recognisable letter shapes, e.g. their name, phonics sounds taught.</p> | <p>Sits at a table to write with a good upright posture.</p> <p>Holds a pencil in a tripod grip.</p> <p>Children are able to form letters correctly and can control letter size, e.g. their name and in teacher directed activities.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Can use small construction, e.g. Lego, multilink, to join to create models.</p> <p>Can hold and use a knife and fork to eat.</p> | <p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Including a firm enough pressure that writing is clearly visible on the page.</p> <p>Uses a range of small tools, including scissors, paint brushes, threading and cutlery with control to achieve planned outcome.</p> <p>Beginning to show accuracy and care when drawing, e.g. faces, houses – pictures which require details within a simple shape.</p> |
| Literacy | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint |

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| Comprehension | <p>Enjoys listening to stories and can retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs.</p> <p>Children show an interest in books and will enjoy turning the pages and beginning to talk about the pictures.</p> | <p>Has a love of stories and listens attentively to story time.</p> <p>Enjoys talking to others about favourite stories.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language. E.g. Uses key repetitive phrases from stories shared at school.</p> <p>Children will be able to share elements of repetitive phrases from rhymes and poems that have become their favourites, through the play and role play.</p> | <p>Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</p> <p>E.g. children will be able to talk about the beginning of the story and the ending of the story. They will also be able to talk about the different characters and what happens to them in the story.</p> <p>When reading their own books children will show a clear understanding of what they have read.</p> <p>Identifies non-fiction texts, remembering facts from what has been shared in class. E.g. children will be able to tell you about under sea creatures – where they live and simple facts.</p> <p>Children will freely talk about the meanings and what they notice about familiar poems and rhymes.</p> | <p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipates – where appropriate – key events in stories.</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To be expect children will – When reading their own books children will show a clear understanding of what they have read.</p> |
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| <p>Word Reading</p> | <p>Can discriminate between sounds, e.g. identifying different sounds in the environment, knowing that the tap dripping is different to the sound of the door closing.</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Is able to recognise own name.</p> <p>Join in songs and rhymes.</p> <p>To be expected children must be – Able to orally blend simple cvc words.</p> <p>Beginning to identify some initial sounds in words.</p> | <p>Can match the <i>majority</i> of the taught graphemes and phonemes for your phonics scheme speedily, at this point of the year. (LW Autumn 2 - phase 2 phonemes & qu, ch, sh, ng, nk, th)</p> <p>Can blend and read CVC words, linked to their known sounds. (Phase 2)</p> <p>Begin to identify common exception words within captions, sentences and books. (I, is, the)</p> <p>To be expected children must be - Beginning to read words and captions within Phase 2.</p> | <p>Can match the majority of the taught graphemes and phonemes speedily, at this point of the year. (LW Spring 1 – phase 3 and phase 2 – Spring two assessment over 85%)</p> <p>Reads captions, phrases and sentences linked to your phonics scheme.</p> <p>Children will show a good understanding of what they have read.</p> <p>Read common exception words linked to your phonic scheme.</p> <p>To be expected children must be - Beginning to read digraphs and trigraphs in words.</p> <p>Reading phase 2, set 4/5 books</p> <p>LW on track Phase 3, Set 1</p> | <p style="text-align: center;">ELG</p> <p>Can say a sound for each letter in the alphabet and at least 10 digraphs. (Without prompts - rhymes, actions or pictures).</p> <p>Reads words consistent with their phonic knowledge by sound-blending.</p> <p>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be expect children must be - Reading phase 3 set 1 books with some application of HFWs.</p> <p>LW on track - Reading Phase 4 set 1 with a confident application of HFWs.</p> |
| | <p>Writing</p> | <p>Can say the initial sound in a word.</p> <p>Can orally segment some simple cvc words.</p> <p>To be expected children must be – Using some recognisable letter shapes when writing own name.</p> | <p>Can segment and spell cvc words, linked to their phonics session.</p> <p>Can match graphemes and phonemes to those taught.</p> <p>Is starting to write simple captions, lists, celebration cards and attempts writing for a range of purposes.</p> | <p>Can confidently and independently segment and spell a range of words linked to their known phonics and now writes for a range of purposes, e.g. invitations, weekend news, simple stories, simple description of a character, letters, captions for pictures and messages.</p> <p>Writes most lower-case letters correctly using a tripod grip.</p> |

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| | | <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters, e.g. for own name, Mum and Dad.</p> <p>To be expected children must be - Able to write their own name. Able to with some support write - cvc words and labels using phonetically plausible graphemes.</p> | <p>Says the sound for each grapheme and digraphs linked to phonics scheme.</p> <p>Writes some upper case letters correctly.</p> <p>Spells some tricky words.</p> <p>Is starting to write short sentences.</p> <p>Uses finger spacing between words.</p> <p>Reads sentences/writing back to an adult.</p> <p>To be expected children must be Starting to write identifiable words and captions outside of small group/1:1 support.</p> | <p>beginning to choose to write for pleasure during PDR e.g cards, lists, notes, small books</p> <p>To be expected children must be - Able to write a range of simple sentences independently (within a whole class context). Eg. Not just remembered sentence starters 'I can see..' Most pieces of writing will show an attempt to apply finger space and punctuation.</p> |
| Mathematics | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint |
| Number | <p>Has an understanding of numbers to 5, e.g.using number names in their play.</p> <p>Can subitise to 3.</p> <p>Recognise some numerals, e.g.numbers of personal significance such as their age, or door number.</p> | <p>Can subitise up to 5.</p> <p>Is beginning to talk about the different ways to make 5.</p> <p>Can recognise numerals 1 to 5.</p> | <p>Can recognise numbers up to 10.</p> <p>Can confidently subitise 5.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> | <p>Shows a deep understanding of number to 10, including the composition of each number.</p> <p>Can subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and</p> |

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| | | | Recalls some double facts to 10. | some number bonds to 10, including double facts. |
| Numerical Patterns | <p>Compares amounts using the language of 'more'.</p> <p>Rote counts to 10, e.g. through song.</p> <p>Count backwards from 5.</p> <p>Say one number for each item in order from 1 to 5.</p> <p>Children know that the last number reached tells you how many there are (cardinal principle)</p> | <p>Counts objects accurately to 5 using one to one correspondence.</p> <p>Can identify when objects have the same, less than or more than.</p> <p>Count objects, actions and sounds in a range of situations, e.g. in games, and everyday routines - register.</p> <p>Orders numbers to 5.</p> <p>Begin to rote count beyond 10.</p> | <p>Can count beyond 10.</p> <p>Developing sense of numbers beyond 5, e.g. when ordering numbers naming missing numbers and recognising numerical patterns.</p> <p>To begin to identify odd and even numbers, e.g. Practically when using Numicon and when sharing objects.</p> <p>Children to use objects to add and subtract amounts.</p> | <p>Verbally counts beyond 20, recognising the pattern of the counting system.</p> <p>Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> |
| Shape, Space and Measure Not separated but just as important to teach and provide learning opportunities through your environment across the year. | <p>Uses some everyday language to talk about and compare size and shape, e.g. big and small.</p> <p>Notices patterns around them, e.g. stripes or spots on clothes, designs and wallpaper.</p> <p>Can continue a simple pattern, e.g. an ABAB pattern or stick, leaf, stick, leaf.</p> | <p>Uses some shape names (circle, triangle, square) appropriately and begins to talk about their properties, e.g. sides, corners, flat, round.</p> <p>Understands prepositional language, e.g. on, under, front, back.</p> <p>Understands time vocabulary, e.g. first, then, last, next.</p> <p>Recognises a repeated pattern and is beginning to create their own patterns and arrangements, e.g.</p> | <p>Uses mathematical language to compare and weight, e.g. heavy, light, heavier, lighter.</p> <p>Uses mathematical language to compare capacity, e.g. full, empty, half full.</p> <p>Uses mathematical language to compare length, e.g. long, short, tall, longer, shorter, taller.</p> <p>Can use comparative language 'than' when comparing weight, capacity and length.</p> | <p>Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</p> |

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| | | using colour, shape or real-life objects. | To name some 3D shapes and talk about their properties, e.g. cube, cone, sphere, cylinder, faces. | |
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| Understanding of the World | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint |
| Past and Present | Talks in detail about family and identifies relationships within the family. E.g. getting to know you activities. | <p>Knows some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. E.g. Guy Fawkes and The Nativity.</p> <p>Know key facts about Guy Fawkes and Bonfire night. (Who he was and know the event took place in the past)</p> <p>Know key facts about The Nativity: Christmas and Jesus. (refer to History progression grid)</p> | <p>Knows some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. E.g. changes they go through as they grow up.</p> <p>Know key facts about Blackbeard (who he was and when there were pirates).</p> | <p>Talks about the lives of the people around them and their roles in society. E.g People who help us.</p> <p>Children are able to answer questions such as:</p> <ul style="list-style-type: none"> - Who is a policeman and how do they help us? <p>Knows some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. E.g. changes they go through as they grow up.</p> <p>Children are able to answer questions such as:</p> <ul style="list-style-type: none"> - Why aren't there dinosaurs now? <p>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> |
| People, Culture and Communities | Talks about the world around and the people and places that are familiar. e.g. People within their families and own homes. | Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. | Has a wider understanding of the wider world and draws comparisons between own local environment and other places. E.g. Arctic and Africa. | Talks about the different roles of people within our school and wider community. |

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| | | <p>Know that a church is a special place for Christians where they celebrate key/ special events.</p> <p>Describes a journey within the local environment e.g. local area walk. (welly walk)</p> | <p>Looks at, and makes maps, of local environment. E.g maps of local area, London and the UK including famous landmarks. (pirates)</p> <p>Talks about some features of a Christian Church and knows that the school is connected to the church. E.g. Visit the local church.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Chinese New Year, Christmas</p> | <p>Describes their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Knows some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. E.g. A variety of stories from different World Faiths.</p> <p>Explains 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. E.g. looking at habitats and environments around the world.</p> |
| The Natural World | <p>Explores the natural world and talk about out the things that are noticed.</p> <p>Recognises change and can describe what is happening. E.g the change in weather within Term 1.</p> | <p>Notices, observes and talks about seasonal changes, e.g. Autumn into Winter.(welly walk/ garden time)</p> | <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Describes some features of plants and animals and identifies when things are the same and different,</p> | <p>Explores the natural world around them, making observations and drawing pictures of animals and plants, e.g. observational drawings of plants and trees.</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class, e.g. comparing life in the UK to life in Africa.</p> |

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| | | | e.g. knowing the names of the parts of a plant and talking about what a plant needs to grow. | Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter, e.g. Ice melting. |
| Expressive Arts and Design | Baseline Checkpoint | End of Autumn Term Checkpoint | End of Spring Term Checkpoint | End of EYFS Checkpoint |
| Creating with Materials | <p>Uses drawing materials to create pictures with a range of lines and shapes, e.g. a face, animal.</p> <p>Children have their own ideas and decide which materials to use to express them, e.g. a house with Lego, or a mask using a paper plate.</p> <p>Children explore colour and colour mixing.</p> | <p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Uses a paintbrush to form lines and circles.</p> <p>Will combine different media in their creations e.g. using tape and glue, different construction materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p> <p>Makes independent choices about the resources needed and talks about their creations.</p> | <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created, children are beginning to adapt their creations with prompting, e.g. 'where is the door?'.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting.</p> | <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Shares their creations, explaining the processes they have used, e.g. children can talk about the adaptations they have made.</p> <p>Makes use of props and materials when role playing characters in narrative and stories.</p> |
| Being Imaginative and Expressive | Accesses role play and small world resources, sometimes playing with others to develop storylines. | Plays alongside others to develop storylines in role play or small world. | Along with others, collects resources to develop own role play storylines. | Invents, adapts and recounts narrative and stories with peers and their teachers |

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| | <p>Experiments with a range of percussion instruments and uses objects to explore sounds e.g. pots and pans.</p> <p>Joins in with singing in a familiar group. Can join in with some Nursery Rhymes.</p> | <p>Children will explore creating rhythms and patterns with a range of objects that make a sound.</p> <p>Sings familiar songs e.g. Nursery Rhymes, songs from films, family favourites.</p> <p>Children can listen to and recall familiar parts of a poem.</p> <p>Rehearses for, and performs in, the nativity play. Performing a song to a group.</p> <p>Moves in response to music. Can follow and copy simple dance moves.</p> | <p>Starting to explore pitch and making different sounds with instruments.</p> <p>Uses instruments to explore making their own music.</p> <p>Children can follow and copy a simple dance routine. Children can make suggestions for their own dance moves.</p> <p>Children can select their own way to express their feelings and ideas, through music, song, role play and arts and crafts.</p> | <p>Sings a range of well-known nursery rhymes and songs</p> <p>Performs songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> |
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