

## Foundation Stage Nursery Long Term Planning 2019-2020

Cornerstones objectives

Newsham objectives 22-36 months

Newsham objectives 30-50 months

	Autumn 1 (8 Weeks 3 <sup>rd</sup> Sept - 25 <sup>th</sup> Oct)	Autumn 2 (7 Weeks 5 <sup>th</sup> Nov – 20 <sup>th</sup> Dec)	Spring 1 (6 Weeks 6 <sup>th</sup> Jan - 14 <sup>th</sup> Feb)	Spring 2 (6 Weeks 24 <sup>th</sup> Feb – 3 <sup>rd</sup> Apr)	Summer 1 (5 Weeks 20 <sup>th</sup> Apr – 22 <sup>nd</sup> May)	Summer 2 (7 Weeks 1 <sup>st</sup> Jun – 17 <sup>th</sup> Jul)
Topic	<b>Can We Explore it?</b>	<b>Why do leaves go crispy?</b>	<b>Do dragons exist?</b>	<b>Are eggs alive?</b>	<b>How many pebbles on the beach?</b>	<b>Why can't we have chocolate for breakfast?/How high can I jump?</b>
School/World Events	Training day (2 <sup>nd</sup> September) Harvest Assembly On Entry Assessments Half Term assessment Diwali (27 <sup>th</sup> October) Halloween (31 <sup>st</sup> October) Harvest Assembly	Training Day (Mon 4 <sup>th</sup> Nov) Bonfire Night (5 <sup>th</sup> Nov) Children in Need (16 <sup>th</sup> Nov) Christmas Performances Wk Begin (Mon 10 <sup>th</sup> Dec) Christmas Party (Mon 17 <sup>th</sup> Dec) Half Term assessment	Chinese New Year On Entry Assessments	Shrove Tuesday (5 <sup>th</sup> March) St Patrick (17 <sup>th</sup> March) Mother's Day (31 <sup>st</sup> March) Easter Assembly (Wed 3 <sup>rd</sup> April) Good Friday (19 <sup>th</sup> April) Termly assessment	Ramadan Begins (5 <sup>th</sup> May) Summer Fair (Thurs 23 <sup>rd</sup> May) Training Day (Fri 24 <sup>th</sup> May) St George's Day (23 <sup>rd</sup> April)	Father's Day (16 <sup>th</sup> June) Ramadan Ends (4 <sup>th</sup> June) EYFS Sports Day (Mon 1 <sup>st</sup> July) Transition Day (Wed 10 <sup>th</sup> July) 100% Attendance Reward (Mon 15 <sup>th</sup> July) Behaviour Reward (Wed 17 <sup>th</sup> July) Termly assessment
Engage	Look around the school building and grounds. Bear Hunt to Woodland Walk.	Autumn/Woodland walk – collect leaves, pine cones and conkers.	Dragon Footprints Dragon Videos (Cornerstones) Visit a castle Tapestry homework.	Hatching videos – chicks/reptiles etc. Tadpoles to froglets observation table	Beach role-play area – real sand, deckchairs, buckets and spades etc. Rock Pool set up in water tray	Special breakfast at Nursery (Cornerstones) Visit the climbing frame
Parent Link	<b>Launch Learning</b>	<b>Launch Learning</b>	<b>Secure Success</b>	<b>Secure Success</b>	<b>Enjoy Enrichment</b>	<b>Enjoy Enrichment</b>
	EYFS Curriculum / Child Development (R) Introduction to Tapestry 1:1 Parent Meetings with Key Worker	Christmas Production & Curriculum Day Dates TBC Welcome to Nursery – January intake parents. Homework	N & R – End of Year expectations / assessment & Homework	Easter Curriculum Day Date TBC Homework	Homework	Healthy Living / Enterprise Curriculum Day Date TBC New to Nursery Meetings Home visits / drop ins Homework

<p style="text-align: center;"><b>Texts</b></p>	<p><b>Where's Spot?</b> - Eric Hill  <b>The Great Explorer</b> – Chris Judge  <b>Whatever Next?</b> - Jill Murphy  <b>Little Rabbit Lost</b> – Harry Horse  <b>We're Going on a Bear Hunt</b> – Michael Rosen</p>	<p><b>Autumn</b> - Child's Play  <b>Stick Man</b> - Julia Donaldson  <b>That's Not My Hedgehog</b> - Usborne</p>	<p><b>Dragon Poems</b> – John Foster  <b>In the Castle</b> – Anna Milbourne  <b>The Knight WhoWouldn't Fight</b> – Helen Docherty</p>	<p><b>Poems about seasons</b> – Brian Moses  <b>Easter Bunny Flap Book</b> – Sam Taplin  <b>We're Going on an Egg Hunt</b> – Laura Hughes</p>	<p><b>Look What I Found! At the Seaside</b> - Paul Humphrey  <b>Good Night Beach</b> - Adam Gamble and Cooper Kelly  <b>Chu's Day at the Beach</b> - by Neil Gaiman</p>	<p>Twinkle Twinkle Chocolate Bar  <b>I will not ever eat a tomato</b> - Lauren Child  <b>Kitchen Disco</b> - Clare Foges  <b>Love Monster and the last chocolate</b> - Rachel Bright  <b>Kicking a Ball</b> - Allan Ahlberg  <b>The Rabbit and the Turtle</b> - Eric Carle  <b>Sports Day</b> - Nick Butterworth</p>
<p style="text-align: center;"><b>Phonics</b></p>	<p><b>Phase 1: Aspect 1</b>  <b>General sound discrimination – environmental</b>  The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p>	<p><b>Phase 1: Aspect 2</b>  <b>General sound discrimination - instrumental sounds</b>  This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities may include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p> <p style="text-align: center;"><b>Aspect 3</b>  <b>General sound discrimination - body percussion</b>  The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities may include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p>	<p><b>Phase 1: Aspect 4</b>  <b>Rhythm and rhyme</b>  This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities may include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p>	<p><b>Phase 1: Aspect 5</b>  <b>Alliteration</b>  The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p>	<p><b>Phase 1: Aspect 6</b>  <b>Voice sounds</b>  The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.</p>	<p><b>Phase 1: Aspect 7</b>  <b>Oral blending and segmenting</b>  In this aspect, the main aim is to develop oral blending and segmenting skills.</p> <p>To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>

**Personal, Social and Emotional Development –  
Making Relationships**

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Initiates conversations, attends to and takes account of what others say.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

- Interested in others' play and starting to join in.
- Demonstrates friendly behaviour, initiating conversations with familiar adults and peers.
- Can describe self in positive terms and talk about abilities.
- Seeks out others to share experiences.

- Interested in others' play and starting to join in.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates conversations, attends to and takes account of what others say.

- Seeks out others to share experiences.
- Demonstrates friendly behaviour, initiating conversations with familiar adults and peers.
- Initiates conversations, attends to and takes account of what others say.
- May form a special friendship with another child.
- Initiates play, offering cues to peers to join them.

- Shows affection and concern for people who are special to them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations with familiar adults and peers.

- Seeks out others to share experiences.
- Demonstrates friendly behaviour, initiating conversations with familiar adults and peers.
- Initiates conversations, attends to and takes account of what others say.
- Shows affection and concern for people who are special to them.
- Keeps play going by responding to what others are saying or doing.

Personal, Social and Emotional Development –  
Self-confidence and Self-Awareness

- Expresses own preferences and interests.
- Enjoys the responsibility of carrying out small tasks.
- Confident to speak to others about own needs, wants, interests and opinions.
- Separates from main carer with support and encouragement from a familiar adult.
- Shows confidence in asking adults for help.

- Can select and use activities and resources with help.
- shows confidence for asking adults for help.
- Initiates conversations, attends to and takes account of what others say.
- Expresses own preferences and interests.

- Separates from main carer with support and encouragement from a familiar adult.
- Enjoys the responsibility of carrying out small tasks.
- Is more outgoing to unfamiliar people and more confident in new social situations.

- Confident to talk to other children when playing, and will communicate freely about own home and community.

- Expresses own preferences and interests.
- Can select and use activities and resources with help.
- Confident to speak to others about own needs, wants, interests and opinions.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Welcomes and values praise for what they have done.

- Expresses own preferences and interests.
- Can select and use activities and resources with help.
- Enjoys the responsibility of carrying out small tasks.
- Welcomes and values praise for what they have done.
- Is more out going to unfamiliar people and confident in new social situations.
- Shows confidence in asking adults for help.
- Confident to speak to others about own needs, wants, interests and opinions
- Can describe self in positive terms and talk about abilities.
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

**Personal, Social and Emotional Development – Managing Feelings and Behaviour**

<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware that some actions can hurt or harm others.</li> <li>• Can inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do.</li> <li>• Can usually adapt behaviour to different events, social situation situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> <li>• * Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Can usually adapt behaviour to different events, social situation situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Can usually adapt behaviour to different events, social situation situations and changes in routine.</li> </ul>
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Communication & Language – Listening and Attention

- Listens with interest to the noises adults make when they read stories.
- Listens to stories with increasing attention and recall.
- Two channelled attention – can listen and do for a short span.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

- Listens with interest to the noises adults make when they read stories.
- Shows interest in play with sounds, songs and rhymes.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listens to stories with increasing attention and recall.
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two channelled attention – can listen and do for a short span.
- Listens to others one to one or in small groups when conversation interests them.

- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
- Focusing attention – still listen or do, but can shift own attention.
- Two channelled attention – can listen and do for a short span.
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- Listens to stories with increasing attention and recall.

- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
- Listens to other one to one or in small groups, when the conversation interests them.
- Two channelled attention – can listen and do for a short span.
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Communication & Language – Understanding

- Developing understanding of simple concepts (e.g. big/little)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Understands use of objects (e.g. "What do we use to cut things?")
- Responds to simple instructions, e.g. to get or put away an object.

- Understands more complex sentences.
- Responds to simple instructions.
- Responds to simple instructions involving a two part sequence.
- Understands who, what, where in simple questions.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

- Understands who, what, where in simple questions.
- Responds to simple instructions.
- Begins to understand how and why questions.
- Responds to simple instructions involving a two part sequence.
- Listens and responds to ideas expressed by others in conversations or discussion.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Beginning to understand 'why' and 'how' questions.

- Developing understanding of simple concepts (e.g. big/little)
- Begins to understand how and why questions.
- Listens and responds to ideas expressed by others in conversations or discussion.
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences.
- Understands use of objects (e.g. "What do we use to cut things?")
- Beginning to understand 'why' and 'how' questions.

- Developing understanding of simple concepts (e.g. big/little).
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands use of objects (e.g. "What do we use to cut things?")

- Developing Who, what, where. In simple questions.
- Developing understanding of simple concepts.
- Understands use of objects.
- Responds to simple instructions involving a two part sequence.
- Listens and responds to ideas expressed by others in conversations or discussion.
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Developing understanding of simple concepts (e.g. big/little).
- Understands use of objects (e.g. "What do we use to cut things?")

Communication & Language – Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Uses simple sentences.
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- **Learns new words very rapidly and is able to use them in communicating.**
- **Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.**
- **Uses intonation, rhythm and phrasing to make the meaning clear to others.**

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gesture sometimes with limited talk.
- Uses simple sentences.
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in the correct order.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Uses language to imagine and recreate roles and experiences in play.
- Uses talk to organise, sequence and clarity thinking, ideas, feelings and events.
- **Uses gestures, sometimes with limited talk.**
- **Builds up vocabulary that reflects the breadth of their experiences.**

- Uses simple sentences.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarity thinking, ideas, feelings and events.
- **Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.**
- **Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.**
- **Questions why things happen and gives explanations. Asks e.g. who, what, when, how.**
- **Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'**

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation jumping from topic to topic.
- Uses gesture sometimes with limited talk.
- Uses simple sentences.
- Beginning to use more complex sentences to link thoughts.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarity thinking, ideas, feelings and events.
- **Beginning to use word endings (e.g. going, cats).**
- **Uses a range of tenses (eg play, playing, will play, played).**
- **Uses vocabulary focused on objects and people that are of particular importance to them.**

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Uses simple sentences.
- Beginning to use more complex sentences to link thoughts.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarity thinking, ideas, feelings and events.
- **Learns new words very rapidly and is able to use them in communicating.**
- **Can retell a simple past event in correct order (e.g. went down slide, hurt finger).**
- **Questions why things happen and gives explanations. Asks e.g. who, what, when, how**
- **Builds up vocabulary that reflects the breadth of their experiences.**

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Physical Development – Moving and Handling

- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- May be beginning to show preference for dominant hand.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Uses one-handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Experiments with different ways of moving.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Uses simple tools to effect changes to material.
- **Runs safely on whole foot.**

- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- May be beginning to show preference for dominant hand.
- Uses one-handed tools and equipment.
- Jumps off an object and lands appropriately.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- **Turns pages in a book, sometimes several at once.**
- **Imitates drawing simple shapes such as circles and lines.**
- **Holds pencil between thumb and two fingers, no longer using whole-hand grasp.**
- **Holds pencil near point between first two fingers and thumb and uses it with good control.**
- **Can copy some letters eg letters from their name.**

- Runs safely on whole foot.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- May be beginning to show preference for dominant hand.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Uses one-handed tools and equipment.
- Experiments with different ways of moving.
- Uses simple tools to effect changes.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- **Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.**
- **Shows control in holding and using jugs to pour, hammers, books and mark-making tools.**
- **Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.**
- **Can stand momentarily on one foot when shown.**
- **Draws lines and circles using gross motor movements.**
- **Can copy some letters eg letters from their name.**

- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers to hold writing tools.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- May be beginning to show preference for dominant hand.
- Walks upstairs or downstairs holding onto a rail.
- Uses one-handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters.
- **Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.**
- **Mounts stairs, steps or climbing equipment using alternate feet.**
- **Can catch a large ball.**

- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- May be beginning to show preference for dominant hand
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Uses one handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Experiments with different ways of moving.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for dominant hand.
- **Can kick a large ball.**
- **Beginning to use three fingers (tripod grip) to hold writing tools.**
- **Walks downstairs, two feet to each step while carrying a small object.**
- **Can catch a large ball.**
- **Draws lines and circles using gross motor movements.**
- **Holds pencil near point between first two fingers and thumb and uses it with good control.**

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers to hold writing tools.
- Shows a preference for dominant hand.
- Uses one handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Uses simple tools to effect changes.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Can copy some letters.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a ball.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Runs safely on whole foot
- **Beginning to use three fingers (tripod grip) to hold writing tools.**
- **to each step while carrying a small object.**
- **Can catch a large ball.**
- **Draws lines and circles using gross motor movements.**

Physical Development –Health and Self Care

- Beginning to recognise danger and seeks support of significant adults for help.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Practices some appropriate safety measures without direct supervision.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Clearly communicates their need for potty or toilet.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

- Clearly communicates their need for potty or toilet.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Understands tools and equipment have to be used safely.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can usually manage washing and drying hands.

- Clearly communicates their need for potty or toilet.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.
- Helps with clothing.
- Dresses with help.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.

- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Understands tools and equipment have to be used safely.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

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- Observes the effects of activity on their bodies
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Literacy - Reading

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Listens to stories with increasing attention and recall.
- Shows interest in illustrations and print in books and print in the environment.
- Knows information can be relayed in the form of print.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Handles books carefully.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Joins in with repeated refrains and key events and phrases in rhymes and stories.
- Looks at books independently
- Enjoys an increasing range of books.
- Beginning to be aware of the way stories are structured.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Enjoys rhyming and rhythmic activities.
- \*Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Listens to stories with increasing attention and recall.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently
- Continues a rhyming string.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Shows awareness of rhyme or alliteration.
- Recognises rhythm in spoken words.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Looks at books independently.

- Has some favourite stories, rhymes, songs, poems or jingles.
- Fills in the missing word or phrase in a known rhyme, story or game.
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme or alliteration.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logo.
- Enjoys an increasing range of books.
- Looks at books independently.
- Handles books carefully.
- Knows that print carries meaning and in English is read from left to right.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Enjoys an increasing range of books.
- Knows information can be relayed in the form of print.

- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game.
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme or alliteration
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Handles books carefully.
- Continues a rhyming string.
- Enjoys an increasing range of books.
- Listens to stories with increasing attention and recall.
- Recognises familiar words and signs such as own name and advertising logo.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and in English is read from left to right.

- Repeats words or phrases from familiar stories.
- Shows awareness of rhyme or alliteration.
- Joins in with repeated refrains and key events and phrases in rhymes and stories.
- Shows interest in illustrations and print in books and print in the environment.
- Continues a rhyming string.
- Knows information can be relayed in the form of print.
- Begins to read words and simple sentences.
- Has some favourite stories, rhymes, songs, poems or jingles
- Beginning to be aware of the way stories are structured.
- Knows that print carries meaning and in English is read from left to right
- Listens to stories with increasing attention and recall.
- Recognises familiar words and signs such as own name and advertising logo.
- Holds books the correct way up and turns pages.

Literacy – Writing

- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks as they draw, write and paint.

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- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks as they draw, write and paint
- Writes name and other things such as labels.

Mathematics – Number

- Creates and experiments with symbols and marks representing ideas of number.
- Uses some number names and number language spontaneously.
- Recognises numerals 1 to 5.
- Recites some number names in sequence.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Sometimes matches numeral and quantity correctly.
- Shows an interest in numerals in the environment.

- Recites some number names in sequence.
- Recites numbers in order to 10.
- Knows that numbers identify how many are in a set.
- Sometimes matches numeral and quantity correctly.
- Counts objects to 10 and is beginning to count beyond 10.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Knows that a group of things changes in quantity when things are added or taken away.
- Uses some numbers and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many are in a set.
- Compares two groups of objects saying when they have the same number.

- Recites some number names in sequence.
- Begins to make comparisons between quantities.
- Recites numbers in order to 10.
- Knows that numbers identify how many are in a set.
- Counts objects to 10 and is beginning to count beyond 10.
- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Shows curiosity about numbers by offering comments or asking questions.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

- Recites some number names in sequence.
- Knows that a group of things changes in quantity when things are added or taken away.
- Uses some number names accurately in play. \* Recites numbers in order to 10.
- Knows that numbers identify how many are in a set.
- Sometimes matches numeral and quantity correctly.
- Counts up to three or four objects saying one number name for each of them.
- Counts objects to 10 and is beginning to count beyond 10.
- Estimate how many objects they see and checks by counting them.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows an interest in number problems.

- Recites some number names in sequence.
- Selects a small amount of objects from a larger group.
- Creates and experiments with symbols and marks representing ideas of number.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many are in a set.
- Counts objects to 10 and is beginning to count beyond 10.
- Beginning to represent numbers using fingers, marks on papers or pictures.
- Counts up to three or four objects saying one number name for each of them.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.
- Compares two groups of objects saying when they have the same number.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.

- Recites some number names in sequence.
- Selects a small amount of objects from a larger group.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantity such as more or less.
- Uses some number names accurately in play.
- Knows that numbers identify how many are in a set.
- Sometimes matches numeral and quantity correctly.
- Realises not only objects but anything can be counted.
- Counts objects or actions which cannot be moved.
- Counts objects to 10 and is beginning to count beyond 10
- Uses language of more or fewer to compare two sets of objects.
- Recognises numerals 1 to 5.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.
- Compares two groups of objects saying when they have the same number.
- Shows an interest in numerals in the environment.
- 
- \*Shows an interest in representing numbers.

<p style="text-align: center;"><b>Mathematics – Shape, Space and Measure</b></p>	<ul style="list-style-type: none"> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Orders two or three items by length or height.</li> <li>Uses positional language.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Orders two or three items by length or height.</li> <li>Notices simple shapes and patterns in pictures.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows an interest in shape in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use the language of size.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Beginning to use the language of size.</li> <li>Shows an interest in shape in the environment.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Uses shapes appropriately for tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use the language of size.</li> <li>Uses positional language.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows an interest in shape in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Orders two or three items by weight or capacity.</li> <li>Uses positional language.</li> <li>Orders two or three items by length or height.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows an interest in shape in the environment</li> </ul>
<p style="text-align: center;"><b>Understanding the World – People and Communities</b></p>	<ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>Remembers and talks about significant events in their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to and distinguish them from others,</li> <li>Knows some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to and distinguish them from others,</li> <li>Shows interest in different ways of life and occupations.</li> <li>In pretend play imitates actions or events from own family and cultural background.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>In pretend play imitates actions or events from own family or cultural background.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Enjoys joining in with family customs and routines.</li> <li>Beginning to have their own friends.</li> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to and distinguish them from others.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to and distinguish them from others.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> </ul>

Understanding the World – The World

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Looks closely at similarities, differences, patterns and change.
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Talks about why things happen and how things work.

- Notices detailed features of objects in their environment.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Developing an awareness of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.

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- Developing an awareness of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

Understanding the World – Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Knows how to operate simple equipment e.g. turns on CD player and uses remote control.
- Knows that information can be retrieved from computers.
- Interacts with age-appropriate computer software.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Knows how to operate simple equipment.
- Interacts with age-appropriate computer software.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

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- Knows how to operate simple equipment.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.



**Expressive Arts and Design – Exploring and Using Media and Materials**

- Joins in singing favourite songs.
- Experiments with blocks, colours and marks.
- Sings a few familiar songs.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Begins to build up a repertoire of songs and dances.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- **Enjoys joining in with dancing and ring games.**

- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in the texture of things.
- Uses various construction materials.
- Realises tools can be used for a purpose.
- Explores what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.
- Manipulates materials to achieve a planned effect.
- Uses simple tools and techniques competently and appropriately.
- **Shows an interest in the way musical instruments sound.**
- **Sings a few familiar songs.**
- **Imitates movement in response to music.**
- **Joins construction pieces together to build and balance.**
- **Realises tools can be used for a purpose.**

- Experiments with blocks, colours and marks.
- Uses various construction materials.
- Joins construction pieces together to build and balance.
- Understand that different media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Joins in singing favourite songs.
- Sings a few familiar songs
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Explores what happens when they mix colours.
- **Creates sounds by banging, shaking, tapping or blowing.**
- **Beginning to move rhythmically.**
- **Taps out simple repeated patterns.**
- **\*Beginning to be interested in and describe the texture of things.**
- **Joins construction pieces together to build and balance.**

- Joins in singing favourite songs.
- Sings a few familiar songs.
- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed
- Uses various construction materials.
- Begins to build up a repertoire of songs and dances.
- Explores what happens when they mix colours.
- Constructs with a purpose in mind, using a variety of resources.
- **Creates sounds by banging, shaking, tapping or blowing.**
- **Enjoys joining in with dancing and ring games.**
- **Imitates movement in response to music.**
- **Explores and learns how sounds can be changed.**
- **Uses various construction materials.**
- **Realises tools can be used for a purpose.**
- **Beginning to move rhythmically.**

- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed.
- Realises tools can be used for a purpose.
- Explores what happens when they mix colours.
- Manipulates materials to achieve a planned effect.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- **Creates sounds by banging, shaking, tapping or blowing.**
- **Enjoys joining in with dancing and ring games.**
- **Explores and learns how sounds can be changed.**
- **Uses various construction materials.**

Expressive Arts and Design – Being Imaginative

- Beginning to make-believe by pretending.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Introduces a storyline or narrative into their play.
- **Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'**
- **Engages in imaginative role-play based on own first-hand experiences.**

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.
- Create simple representations of events, people and objects.
- **Creates movement in response to music.**
- **Sings to self and makes up simple songs.**
- **Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.**

- Beginning to use representation to communicate.
- Beginning to make-believe by pretending.
- Builds stories around toys.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.
- Create simple representations of events, people and objects.
- Introduces a storyline or narrative into their play.
- plays alongside other children who are engaged in the same theme.
- Plays co-operatively as part of a group to develop and act out a narrative.
- **Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'**
- **Developing preferences for forms of expression.**
- **Engages in imaginative role-play based on own first-hand experiences.**
- **Uses available resources to create props to support role-play.**

- Beginning to make-believe by pretending.
- Engages in imaginative role-play based on own first-hand experiences.
- Uses available resources to create props to support role-play.
- Introduces a storyline or narrative into their play.
- **Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'**
- **Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.**
- **Makes up rhythms.**

- Beginning to use representation to communicate.
- Beginning to make-believe by pretending.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.
- Create simple representations of events, people and objects.
- Introduces a storyline or narrative into their play.
- **Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'**
- **Beginning to make-believe by pretending.**
- **Makes up rhythms.**
- **Uses movement to express feelings.**
- **Sings to self and makes up simple songs.**
- **Builds stories around toys.**
- **Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.**

- Beginning to use representation to communicate.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.
- Create simple representations of events, people and objects.
- Beginning to make-believe by pretending.
- Introduces a storyline or narrative into their play.
- **Makes up rhythms.**
- **Uses movement to express feelings.**
- **Sings to self and makes up simple songs.**
- **Builds stories around toys.**

SEAL

*New beginnings*

*Getting on and falling out  
Say no to bullying*

*Going for goals!*

*Good to be me*

*Relationships*

*Changes*