



EYFS Progression Document

Communication and Language

Listening and Attention

Listening and Attention							
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Nursery <u>Observational</u> <u>Checkpoint:</u>
	Begin to listen to short stories and recall some of what is happening with the help of the pictures. <i>I can point out objects/pictures in a story.</i>	Understand simple instructions and act on them such as 'get teddy'. <i>I can understand 'what' questions.</i>	Enjoy listening to short stories and rhymes and begin to join in with familiar parts. <i>I can understand 'where' questions.</i>	Understand and act upon longer sentences such as 'make teddy jump.' <i>I can understand 'when' questions.</i>	Enjoy listening to longer stories and answer simple questions about texts they have heard. Join in with rhymes and songs. <i>I can understand 'who' questions.</i>	Begin to understand 'how' and 'why' questions' eg 'Why did the caterpillar get so fat?' <i>I can understand and answer 'why and how' questions.</i>	Can children shift focus from one task to another if you fully obtain their attention? Can children answer a simple 'why' question?
Reception	Enjoy listening to stories, rhymes and songs and join in with familiar phrases. <i>I can listen carefully to a story.</i> <i>I can ask what questions.</i>	Talk about characters and what happens in the story. Begin to understand instructions with more than one part eg get your coat and line up. Hear rhyme, alliteration and rhythm. <i>I can join in with repeated refrains in a story.</i>	Learn poems and rhymes and recite them confidently. Talk about the structure of stories (character, setting, problem, resolution). <i>I can talk about key events in a story.</i> <i>I can ask when questions.</i>	Listen to others in a group and respond to what they have heard. Ask questions about a particular interest to find out more. <i>I can identify the main characters in the story and talk about their feelings.</i> <i>I can ask where questions.</i>	Listen carefully and know what good listening is and why it is important. Engage in non-fiction texts and talk about what they have heard. <i>I can link events in a story to their own experiences.</i> <i>Children will ask why questions.</i>	Ask questions to find out more about things they listen to. Follow instructions with more than two parts. <i>I can 'hot seat' characters from a story.</i>	<u>ELG</u> Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction texts, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full

I can ask who questions.

sentences, including past, present and future tenses and making use of conjunctions with modelling and support from their teacher

Speaking

Nursery

Sing some lines/phrases from favourite songs.

I can retell the story Owl Babies

I can use vocabulary linked to the theme of Autumn

Use familiar vocabulary to talk about familiar people. Begin to learn new words.

I can retell the story snowflake.

I can use vocabulary linked to the theme of Christmas.

Sing a few familiar songs and rhymes. Begin to use new vocabulary and phrases learnt from stories. Begin to tell a short story.

I can retell the story Little Red Riding Hood

I can use vocabulary linked to the theme of fairytales.

Begin to use tenses (may use incorrectly) Begin to talk about the things that they like/dislike. Be able to join words together into a short sentence when talking to others.

I can retell the story Superbat.

I can use vocabulary linked to the theme of people who help us.

Sing a number of familiar songs and rhymes. Talk about familiar and favourite stories. Use longer sentences (4/6 words) Can start a conversation with a friend or a familiar adult.

I can retell the story Sam plants a sunflower.

I can use vocabulary linked to the theme of gardening.

Will use new vocabulary in their play. Tell own stories using familiar words and characters.

I can retell the story Lost and Found.

I can use vocabulary linked to the theme of animals.

Nursery Observational Checkpoint:

Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense?

Reception

Sing a repertoire of songs and rhymes and confident to talk about familiar stories.

I can retell the story Flooded.

Can tell their own story. Can talk to friends and will use talk to organise play eg Let's go outside. I'll be the baddie and you chase me.

Talk about stories to build understanding and familiarity. Use new words within play and in learning. Explain their thinking and ideas using

Beginning to use conjunctions such as 'and' and 'because' to join ideas. Beginning to use past, present and future tense correctly.

Use talk to describe events in some detail and to tell their own story. Explain ideas and thinking in well thought out sentences.

Use new vocabulary in different contexts and to explain how and why things happen. Continue to develop use of conjunctions and tenses.

ELG

Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently

	I can use vocabulary linked to the theme ME!	I can retell the story Where the wild things are. I can use vocabulary linked to the theme location.	sentences that are relevant. I can retell the story Little Red. I can use vocabulary linked to the theme of fairytales.	I can retell the story Izzy Gizmo. I can use vocabulary linked to the theme people who help us.	I can retell the story The Tiny Seed. I can use vocabulary linked to the theme gardening and growing.	I can retell the story And Tango makes Three. I can use vocabulary linked to the theme animals.	introduced vocabulary from stories, non-fiction texts, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions with modelling and support from their teacher.
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Personal, Social and Emotional Development

Managing Self

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<u>Nursery</u> <u>Observational</u> <u>Checkpoint:</u>
	<p>PSHE Matters theme: Being Healthy</p> <p>Begin to play and explore activities - may have a favourite that they stay with.</p> <p>I can begin to understand the class rules:</p> <ul style="list-style-type: none"> - Looking eyes - Listening ears - Voices off <p>I can understand why I drink water to be healthy.</p>	<p>PSHE Matters theme: Bulling Matters/Relationships</p> <p>Can manage transition from carer to key person.</p> <p>I can wash and dry my hands before eating and after using the toilet.</p> <p>I can understand why exercise is healthy.</p>	<p>PSHE Matters theme: Being Responsible</p> <p>Can select activities and resources by themselves, sometimes with help.</p> <p>I can look after resources using the rhyme 'Choose it, use it, put it away'.</p>	<p>PSHE Matters theme: Being Safe</p> <p>Beginning to explore more activities but may still show preference for places to play.</p> <p>I can calm myself by stopping and taking deep breaths.</p>	<p>PSHE Matters: Difference and Diversity</p> <p>Is increasingly able to follow rules and routines and can say why they are important. Can try again when things are tricky.</p> <p>I can say what makes me unique and can talk about some of the similarities /differences in</p>	<p>PSHE Matters: Drug Education</p> <p>Can select resources and activities that they want to do.</p> <p>I can independently use the toilet.</p> <p>I can understand that things have to be used safely.</p>	<p>Can children negotiate solutions to conflicts in their play?</p>

	<p>I can share examples of healthy food.</p> <p>I can brush my teeth to keep them healthy.</p>				<p>relation to friends/family.</p>		
<p>Reception</p>	<p>PSHE Matters theme: Being Healthy Can select resources and activities independently, asking for help if needed.</p> <p>I can understand what food are healthy and unhealthy.</p> <p>I can understand how regular exercise is important for their health.</p> <p>I can go to toilet and wash my hands independently.</p> <p>I can understand how regular teeth brushing is important for their health.</p> <p>I can understand what a sensible amount of screen time is and why this</p>	<p>PSHE Matters theme: Bullying Matters/Relationships</p> <p>I can try again when things are tricky.</p> <p>I can begin to sort out conflict and come to a compromise when necessary</p>	<p>PSHE Matters theme: Being Responsible Can select resources and activities independently. Can try again when things are hard and begin to adapt and change to make it better.</p> <p>I can follow the school rules.</p> <p>I can take responsibility for my tidy area at school.</p>	<p>PSHE Matters theme: Being Safe Follow school rules and routines independently and explain why they are important.</p> <p>I can get dressed into PE kit and forest school waterproofs with some help.</p> <p>I can understand how to be a safe pedestrian and why this is important.</p>	<p>PSHE Matters: Difference and Diversity Can select resources and activities independently. Can try again when things are hard and begin to adapt and change to make it better.</p> <p>I can get dressed into PE kit and forest school waterproofs.</p> <p>I can say the similarities and differences between people.</p>	<p>PSHE Matters: Drug Education Follow school rules and routines independently and explain why they are important.</p> <p>I can understand the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>I can show awareness of the boundaries set, and behavioural expectations in the setting.</p>	<p>ELG Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

	<p>is important for my health.</p> <p>I can understand about the importance of a good sleep routine for their health.</p>						
Building relationships							
Nursery	<p>Beginning to separate from carer and explore new situations with support from a new familiar adult.</p> <p>I can separate from main carer to come into nursery.</p>	<p>Beginning to show interest in what other adults and children may do. Beginning to want to share experiences and play with others.</p> <p>I can play partner games.</p>	<p>Can seek out companionship from familiar adults or other children.</p> <p>I can share resources and play in a group.</p>	<p>Can share experiences and play ideas with others, though may still enjoy playing alone.</p> <p>Show some confidence in social situations eg talking to an unfamiliar adult in a familiar setting.</p> <p>I can take turns whilst playing and waiting patiently to have a go.</p>	<p>Can play with one or more other children, extending and elaborating play ideas.</p> <p>I can consider the feelings of others in stories.</p>	<p>Beginning to show some assertion and ability to take turns and negotiate with support.</p> <p>I can listen to a friend and agree a compromise.</p>	<p style="text-align: center;"><u>Nursery Observational Checkpoint:</u></p> <p>Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>
Reception	<p>Has secure friendships with particular children.</p> <p>I can listen to others with respect.</p>	<p>Will seek out the support of a familiar adult if in need of support (emotional or practical).</p> <p>I can identify their feelings, using books such as 'The Colour</p>	<p>Can ask an adult for help when needed with confidence.</p> <p>I can understand that adults can help them in nursery.</p>	<p>Can take steps to resolve conflicts by negotiating and finding a compromise eg you have it first and then I'll have a turn.</p>	<p>Can have constructive and respectful relationships.</p> <p>I can treat others in our class using the statement</p>	<p>Able to think about the perspective of others. Shows flexibility and co-operation when interacting with others.</p>	<p style="text-align: center;"><u>ELG</u></p> <p>Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>

		Monster' to support understanding.		I can describe what makes a good friend including attributes such as listening and sharing.	'Kind hands and kind words'.	I can resolve a problem by talking it through with a friend or adult.	
Self regulation							
Nursery	Beginning to show that they can wait eg resisting temptation to grab or snatch what they want. <i>I can play alongside others.</i>	Beginning to join in with adult instructions and activities eg snack time, story time. Beginning to use words such as happy and sad to talk about how they feel. <i>I can express my opinion and understand it is okay to have a different opinion to their friends.</i>	Can set a goal and work towards achieving it. Beginning to use words such as happy and sad to talk about how they feel. <i>I can begin to express my feelings.</i>	Beginning to share and turn take with support. Joins in with adult led tasks with support. <i>I can share with others and comply to working with an adult, with some support.</i>	Can set a goal and work towards achieving it eg I want to make a picture for mummy. Can use words such as happy and sad to talk about how they feel. <i>I can complete a goal, I set out to achieve.</i>	More able to share and turn take with support. Joins in with adult led tasks. <i>I can share with others and comply to working with an adult</i>	<u>Nursery Observational Checkpoint:</u> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while?
Reception	Can set a goal and work towards achieving it. Can join in adult led activities, sometimes with support. <i>I can see myself as unique by sharing their hobbies and interests.</i>	Can express feelings of happy, sad, angry, worried. Can say what they are good at. Can share and take turns, sometimes with support. Is aware of behavioural expectations and can usually manage them, sometimes with support.	Can join in adult led activities. Can express feelings of happy, sad, angry, worried and beginning to moderate them accordingly. Can say what they are good at. Can share and take turns, sometimes with support.	Is aware of behavioural expectations and can usually manage them. <i>I can make the right choice and the consequences of not doing so.</i>	Can set a goal and work towards achieving it, and will return to it if interrupted. Join adult led activities appropriately. <i>I can use the calm corner when they are</i>	Can express feelings of happy, sad, angry, worried and can moderate them accordingly. Can say what they are good at. Can share and take turns. Is aware of behavioural expectations and can manage them.	<u>ELG</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to

		I can be helpful by taking on jobs such as serving snack and washing up.	I can understand the effects of their behaviour on others.		feeling upset/angry.	I can understand how to overcome challenges, using books such as 'The Most Magnificent Thing.'	what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
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Physical Development							
Gross Motor Skills							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Nursery
Nursery	Can walk and run confidently, with some spatial awareness to avoid objects. Beginning to develop movement skills – scooters. <i>I can ride a scooter.</i>	Beginning to throw, kick and catch balls/hoops. Can clap/stamp/jump in response to music. <i>I can throw a ball</i>	Can show confidence in negotiating familiar spaces. Beginning to develop movement skills – trikes, climbing up/down, balancing, hopping, skipping through a range of play activities. <i>I can ride a tricycle.</i>	Can match developing physical skills to tasks eg deciding when to crawl/balance/run across a plank etc. Beginning to develop hopping, skipping through a range of play activities. <i>I can skip, hop and stand on one leg.</i>	Can balance and show stability when walking up/down steps or slopes. Is able to skip, jump and hop. Can hold a pose eg in a game of musical statues. <i>I can climb using alternate feet</i>	Enjoys playing with balls, hoops etc. Enjoys moving to music and can imitate dance moves. Can choose the right equipment for a job eg using a spade to create a bigger hole. <i>I can work together to carry large items such as planks of wood.</i>	<u>Nursery Observational Checkpoint:</u> Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams?? Are children independent in dressing themselves?
Reception	Can show confidence to run, jump, hop, slither, crawl, climb etc. <i>I can hop, skip and jump.</i>	Beginning to show elements of control and aim when using a ball, hoop or other equipment. Beginning to	Can show strength, coordination and balance when engaging in physical activity. Can jump and land	Shows good control when throwing, catching and kicking a ball. Can create a sequence of	Can refine a range of ball skills including throwing, catching, passing, batting and aiming.	Can use core strength to achieve good posture when sitting at a table. Can travel confidently in a variety of ways such	<u>ELG</u> Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and co-

		show confidence to ride bikes (balance and twowheeler). <i>I can ride a balance bike.</i>	appropriately. Can find space when running and chasing to avoid bumping into others. <i>I can pull myself up on rope and jump/land on the trim trail.</i>	movements to music. Sit at a table correctly. <i>I can throw and catch different sized balls.</i>	<i>I can bat and aim using different sized balls.</i>	as over, under, through balancing and climbing equipment. <i>I can balance and climb on trim trail equipment/forest school equipment.</i>	ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills							
Nursery	Can make marks using a variety of media. <i>I can explore large mark making to develop cross the mid-line movements.</i>	Can make snips in paper with scissors. <i>I can use loop scissors to make snips in paper.</i>	Uses a comfortable grip to hold pens, pencils and brushes, and can make marks with intention. <i>I can thread and complete simple fine motor challenges.</i>	Beginning to show a preference for dominant hand. <i>I can zip up my coat.</i>	Shows preference for dominant hand. <i>I can make marks with a dominant hand.</i>	Can draw lines, circles and is beginning to draw recognisable shapes and representations. <i>I can write some letters from their name.</i>	<u>Nursery Observational Checklist:</u> Can children make 'cross the mid-line' marks on vertical surfaces? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?
Reception	Beginning to form letters which can be read by others. Can use tools to draw, paint, and make changes to materials. <i>I can correctly form the letters s, a, t, p, i, n.</i>	Can draw using shapes and recognisable features. Is able to use a fork and a spoon to eat. <i>I can correctly form the letters , m, d, g, o, c, k.</i>	Can form recognisable letters. Is developing a consistent tripod grip. <i>I can correctly form the letters ck, e, u, r, h.</i>	Is able to use tools with intention. Is able to cut food with a knife. Shows precision and detail when drawing. <i>I can correctly form the letters v, w, x, y.</i>	Can form recognisable letters, most of which are formed correctly. <i>I can correctly form diagraphs in words.</i>	Hold a pencil with a tripod grip and develop foundations of a fluent handwriting style. Can cut shapes from paper and use a knife and fork to eat. <i>I can correctly form capital letters.</i>	<u>ELG</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy							
Reading- Comprehension							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Nursery
Nursery	<p>Enjoys sharing stories and books with familiar adults.</p> <p><i>I can read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</i></p>	<p>Enjoys sharing books and stories with adults and in groups.</p> <p><i>I can read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</i></p>	<p>Beginning to look at books independently.</p> <p><i>I can understand print has different purposes by exploring menus, magazines, newspapers, labels.</i></p> <p><i>I can read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</i></p>	<p>. Can turn pages and comment on what they can see in the pictures.</p> <p><i>I can name the different parts of a book including the cover, title, author.</i></p> <p><i>I can read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</i></p>	<p>Enjoys joining in with story times and can comment on familiar stories.</p> <p><i>I can turn the pages of a book carefully.</i></p> <p><i>I can read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</i></p>	<p>. Looks at books independently and beginning to notice text and illustrations.</p> <p><i>I can read from left to right and top to bottom.</i></p> <p><i>I can read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</i></p>	<p><u>Observational Checkpoint:</u></p> <p>Can children talk to an adult about a story that they have enjoyed? Do children know how to handle a book and turn the pages one at a time?</p>
Reception	<p>Understands the key concepts about print – page sequencing, left to right and top to bottom.</p> <p><i>I can read and re-read a selection of books, developing VIPERS skills, fluency,</i></p>	<p>Can talk about stories they have read and answer simple questions about characters and main events.</p> <p><i>I can read and re-read a selection of books, developing VIPERS skills, fluency,</i></p>	<p>Enjoy reading familiar books with adults to increase understanding and ability to recall.</p> <p><i>I can read and re-read a selection of books, developing VIPERS skills, fluency,</i></p>	<p>Can use vocabulary learnt in stories/texts in play. Can answer questions about characters, events and begin to answer why or how questions to infer.</p>	<p>Can re-read texts to build up confidence, understanding and fluency. Can retell familiar stories/texts in correct order using some story language</p>	<p>Can answer questions about texts.</p> <p><i>I can read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</i></p>	<p><u>ELG</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate-where appropriate- key events in stories. Use and understand recently</p>

	understanding and enjoyment.	understanding and enjoyment.	understanding and enjoyment.	I can read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.	and vocabulary from the text. I can read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.		introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.
Word Reading							
Nursery	Develop phonological awareness by joining in with familiar or favourite songs and rhymes. I can spot and suggest rhymes.	Begin to distinguish between different sounds. Recognise a familiar logo. I can recognise a range of signs and logos for super markets etc.	Develop phonological awareness by distinguishing sounds so they can begin to spot and suggest rhymes and count or clap syllables in words. I can clap syllables in a word.	. Notice some print such as the first letter in their name or a familiar logo. I can say familiar words with the same initial sound such as mum and milk. I can recognise the LW pictures for m, a, s, d, t, i, n, p, g, o, c, k.	Develop phonological awareness so they can spot and suggest rhymes and count or clap syllables in words. I can recognise the LW pictures for u, b, f, e, l, h, r, j, v, y, w, z.	Be able to blend single words to make compound words eg rain bow - rainbow Notice some print such as their name. I can recognise the LW pictures for sh, th, ch, qu, ng, nk.	<u>Nursery Observational Checkpoint:</u> Can children identify a range of different signs? Can children identify rhymes and clap syllables?
Reception	Develop phonological awareness to hear rhyme and words that begin with the same initial sound. Be able to orally blend cvc words.	Say a sound for each letter of the alphabet. Blend sounds into words to read CVC words. Read common exception words (I to the).	Read common exception words (I no go into the). Say a sound for each letter of the alphabet and 6 digraphs.	Read simple phrases made up of letter-sound correspondences and common exception words.	Read common exception words (I no go into the said he we she me be going). I can read and correctly form	Read simple phrases and sentences made up of letter-sound correspondences and common exception words. I can sound and blend words with	<u>ELG</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound blending. Read aloud simple sentences and

	<p>I can read and correctly form the sounds: Week 1: s a t p Week 2: i n m d Week 3: g o c k is Week 4: ck e u r l Week 5: h b f l</p> <p>I can hear and identify initial sounds in words.</p> <p>I can read the tricky words: is, I the</p>	<p>I can read and correctly form the sounds: Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu Week 4: sh th ng nk</p> <p>I can blend known sounds in words.</p> <p>I can read the tricky words: As, and, has, his, her, go, to, into, no, she, he, of, we, me, be</p>	<p>I can read and correctly form the sounds: Week 1: ai ee igh oa Week 2: oo oo ar or was you they Week 3: ur ow oi ear Week 4: air er dd mm tt bb rr gg pp ff</p> <p>Children will blend known sounds in words.</p> <p>I can read the tricky words: was, you, they my, by, all, are, sure, pure.</p>	<p>I can read and correctly form the sounds: Review phase 3/longer words/ words ending in -ing and -es.</p> <p>I can blend known sounds in words.</p> <p>I can review all tricky words taught this half term.</p>	<p>the phase 4 sounds. Compound words and root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>I can blend known sounds in words.</p> <p>I can read the tricky words: said so have like do were here little says there when what one out today</p>	<p>RWI set 1 and 2 sounds.</p> <p>I can review all tricky words taught this half term.</p>	<p>books that are consistent with their phonics knowledge including some common exception words.</p>
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Writing

Nursery	<p>Enjoys mark making with a variety of media.</p> <p>I can draw horizontal lines.</p>	<p>Enjoys mark making and drawing with a variety of media and beginning to say what they have 'written'</p> <p>I can draw vertical lines.</p>	<p>Beginning to use some print and letter knowledge in early writing for example to represent their own name or to write a shopping list.</p> <p>I can draw circles.</p>	<p>Beginning to use more print and letter knowledge in early writing for example to represent their own name or to write a shopping list.</p> <p>I can draw diagonal lines.</p>	<p>Enjoys mark making and can read back what they have 'written'.</p> <p>I can write the initial sound in their name.</p>	<p>Enjoys mark making and can read back what they have 'written'.</p> <p>I can write most of the letters in my name.</p>	<p style="text-align: center;"><u>Nursery</u> <u>Observational</u> <u>Checkpoint:</u> Can children make recognisable marks? Can children draw lines and circles? Can children write their name?</p>
Reception	<p>Write own name. Form recognisable letters.</p>	<p>Write cvc words using correct letter-sound correspondence.</p>	<p>Can form most lowercase letters correctly.</p>	<p>Can write a simple phrase or sentence which can be read by others using</p>	<p>Can form most upper and lowercase letters correctly. Can write simple</p>	<p>Shows an awareness of a capital letter at the beginning and a full stop at the end.</p>	<p style="text-align: center;"><u>ELG</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying</p>

	<p>I can form the letters s, a, t, p, i, n.</p> <p>I can write my name.</p>	<p>I can correctly form the letters m, d, g, o, c, k.</p> <p>I can write initial sounds and simple cvc words.</p>	<p>I can correctly form the letters ck, e, u, r, h.</p> <p>I can write CVC/CVCC words.</p>	<p>correct letter sound correspondence. Shows an awareness of finger spaces between each word.</p> <p>I can correctly form the letters v, w, x, y. I can write a short phrase.</p>	<p>sentences which can be read by others using correct letter-sound correspondences and common exception words.</p> <p>I can write a short sentence.</p>	<p>I can correctly form capital letters.</p> <p>I can read what they have written to check it makes sense.</p>	<p>sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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Maths							
Number							
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Nursery <u>Observational</u> <u>Checkpoint:</u>
	<p>Can say some number names. Is beginning to rote count, though may miss some numbers (to 5).</p> <p>I can rote count to 5.</p>	<p>Is beginning to say when there is more, lots, same etc to compare amounts.</p> <p>I can count in correspondence to 5.</p>	<p>Can count objects, actions and sounds but not always correctly. Can subitise to 3, not always correctly.</p> <p>I can count in correspondence to 5, knowing that the total is 5.</p> <p>I can show 'finger numbers' up to 5.</p>	<p>Can count objects by saying one number per object and knows that last number is the quantity (cardinality) Joins in with counting rhymes and beginning to count on fingers.</p> <p>I can rote count to 10.</p>	<p>Can count objects, actions and sounds to 5. Can subitise to 3.</p> <p>I can count in correspondence to 10.</p> <p>I can subitise to 3.</p>	<p>Can recognise some numerals and sometimes link to number of objects (to 5). Joins in with counting rhymes and can show fingers.</p> <p>I can count and recognise numbers up to 5.</p>	<p>Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5?</p>

				<i>I can identify more/less.</i>			
Reception	<p>Count objects, actions and sounds. Subitise to 5. Link numeral to cardinal value (to 5).</p> <p><i>I can represent, compose and compare numbers to 3.</i></p>	<p>Can compare numbers and say which is more and less and which is one more/one less to 5. Beginning to talk about the composition if numbers to 5 and recall some number bonds.</p> <p><i>I can represent, compose and compare numbers to 5.</i></p>	<p>Can count objects, actions and sounds. Can subitise to 5. Can link numerals to cardinal value (to 10).</p> <p><i>I can identify number bonds to 4.</i></p> <p><i>I can identify 0.</i></p> <p><i>I can represent, compose and compare numbers to 8.</i></p>	<p>Can compare numbers and say which is more and less and which is one more/one less to 10. Beginning to talk about the composition if numbers to 10 and recall some number bonds.</p> <p><i>I can identify number bonds to 5.</i></p>	<p>Can count objects, actions and sounds. Can subitise to 5. Can link numerals to cardinal value (to 10) Can compare numbers and say which is more and less and say which is one more/one less to 10.</p> <p><i>I can understand $5+5=10$, $0+10+10$.</i></p> <p><i>I can count forwards and backwards within 10 and find the number one more/one less.</i></p>	<p>Can talk about the composition of numbers to 10 and recall some number bonds.</p> <p><i>I can double within 10. Children will know $5+5=10$, $0+10+10$.</i></p>	<p>ELG</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
Numerical Patterns							
Nursery	<p>Enjoy playing with shapes and puzzles. Beginning to complete inset puzzles.</p> <p><i>I can sort by colour, size and object.</i></p>	<p>Beginning to use language to compare – bigger, smaller, etc</p> <p><i>I can compare big and small.</i></p> <p><i>I can identify a circle, square and triangle.</i></p>	<p>Enjoy playing with shapes eg make models and build towers.</p> <p><i>I can use language including tall, long, short.</i></p> <p><i>I can identify a cube.</i></p>	<p>Begin to talk about shape – side, straight, round etc. Developing language to compare.</p> <p><i>I can make shape pictures.</i></p>	<p>Beginning to understand prepositional language in play. Can talk about patterns they notice eg it is stripy.</p> <p><i>I can use positional language</i></p>	<p>Use language to compare size, length, weight and capacity eg that one is long, it is very heavy.</p> <p><i>I can use language including light, heavy, full and empty.</i></p>	<p>Nursery Observational Checkpoint:</p> <p>Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes?</p>

	<p>I can sequence events using language including first, then and after.</p> <p>I can identify patterns around them such as stripes on clothes.</p>	<p>I can use language including sides, corners, straight, flat and round.</p>		<p>I can solve real world mathematical problems with numbers up to 5.</p>	<p>including on top, under, next to and behind.</p> <p>I can discuss routes and locations using words such as 'in front of' and 'behind'.</p> <p>I can match objects that are the same.</p>	<p>I can make an AB repeating pattern.</p> <p>I can notice and correct an error in a repeating pattern.</p>	<p>Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>
Reception	<p>Can describe a familiar route using prepositional language. Can build and model with shapes.</p> <p>I can match and sort.</p> <p>I can use positional language including under, over, around and through</p>	<p>Beginning to extend a repeating pattern. Rote count to 10. Explore numbers to 5.</p> <p>I can identify and describe circles, triangles, squares and rectangles.</p> <p>I can identify one more and one less within 5.</p> <p>Children will make AB patterns.</p>	<p>Can select, rotate and manipulate shapes to develop spatial reasoning eg within jigsaws and puzzles. Can copy and continue a repeating pattern.</p> <p>I can compare mass and capacity.</p> <p>I can make pairs.</p> <p>I can make ABC patterns.</p>	<p>Can compare weight, length and capacity. Rote count to 20. Explore numbers to 10, including doubles.</p> <p>I can combine 2 groups.</p> <p>I can compare amounts, size, mass and capacity.</p> <p>I can explore length, height and time.</p> <p>I can compare numbers to 10.</p> <p>I can identify a cube, sphere,</p>	<p>Can compose and decompose shapes to see that shapes have other shapes inside them, just as numbers can. Can create repeating patterns.</p> <p>I can build and identify numbers to 20.</p> <p>I can match patterns.</p> <p>I can add and take away within 20.</p>	<p>Can compare weight, length and capacity. Rote count beyond 20. Explore numbers to 20, including odds and evens and sharing equally.</p> <p>I can equally share into two groups.</p> <p>I can identify even and odd numbers up to 10.</p> <p>I can verbally count beyond 20.</p>	<p><u>ELG</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.</p>

				<p>cylinder and cone.</p> <p>I can make ABB/AAB repeated patterns.</p>			
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Understanding the World								
The Natural World								
Nursery	Forest School- Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Nursery <u>Observational Checkpoint:</u>
		<p>Can use senses to explore natural materials.</p> <p>I can explore outdoors using my five senses.</p>	<p>Can talk about some of the things they have observed eg it is moving, it is hard.</p> <p>I can use talk to describe what I can see outdoors.</p>	<p>Begin to understand the need to care for and respect the natural environment and all living things.</p> <p>I can make collections of natural materials to investigate and talk about.</p>	<p>Explore variety of natural materials and talk about it use taught vocabulary.</p> <p>I can use vocabulary taught to talk about nature.</p>	<p>Plant seeds and care for growing plants.</p> <p>I can plant and grow a fruit/vegetable/herb.</p> <p>I can know that seeds can turn into plants.</p> <p>I can begin to understand how it takes time to grow fruit and vegetables</p>	<p>Explore natural environment and talk about what they see. Understand the need to care for and respect living things.</p> <p>I can understand how to respect and care for living things.</p>	<p>Can children use their senses to explore? Can children understand the key features of the life cycle of a plant and an animal? Can children talk about differences between materials and changes they notice?</p>

	Science	I can name the body parts: heads, arms, hands, legs, feet, neck.	I can understand how materials change when cooking, melting, cooling and heating.	I can understand how materials change when melting.	I can investigate light, dark and shadows.	I can explore and talk about forces including magnets, and stretching. I can say that a butterfly comes from an egg.	I can explore floating and sinking.	
Reception	Forest School- Science	Explore natural environment and talk about what they see using wide vocabulary. I can understand that this time of year is Autumn. I can use my five senses to explore the outdoors.	Make observations of the natural world and draw what they see. Talk about any changes and differences they notice. I can explain what I can say and comment on differences and changes.	Explore changes in materials and states of matter and talk about what they see eg changes in seasons, ice melting etc. I can understand that this time of year is Winter. I can explore floating and sinking.	Understand key features of a lifecycle of a plant and animal. I can understand the life cycle of a chick/butterfly. I can understand that this time of year is Spring.	Explore changes and states of matter and talk about what they see, explore changes in seasons. I can understand that this time of year is Summer. I can explain the life cycle of a sunflower. I can say how to care for a plant.	Make observations of the natural world and draw what they see. I can observe how a tree has changed over the four seasons and complete drawings. I can name the four seasons and weather associated with them.	ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important

	Science	<p>I can name the body parts: shoulders, elbows, knees, ankles.</p>	<p>I can identify basic materials: plastic, metal, wood and glass. Children will explore magnets.</p> <p>I can explore the strength of materials to make a house for The Three Little Pigs.</p>	<p>I can melt and solidify different substances such as chocolate and butter.</p>	<p>Understand key features of a lifecycle of a plant and animal.</p> <p>I can observe changes and growth of butterflies.</p>		<p>Use stories and texts to compare environments.</p> <p>I can know that some animals can live underwater.</p>	<p>processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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People, culture and communities

<p>Nursery</p>	<p>RE</p>	<p>RE Theme: I am special- Why are we all different and special?</p> <p>Can make connections between the features of their family and other families eg both have a sister.</p> <p>I can talk about themselves, their likes, dislikes, and what makes them special.</p> <p>I can say how and why we celebrate Harvest Festival.</p>	<p>RE Theme: How do Christians celebrate Jesus' birthday?</p> <p>I can say that some people celebrate Diwali.</p> <p>I can say that some people celebrate Christmas.</p>	<p>RE Theme: How do you celebrate special time?</p> <p>Continue to develop positive attitudes about the differences between people eg she is good at...</p> <p>I can say that some people celebrate Eid. Children will learn about special celebrations in different faiths.</p>	<p>RE Theme: Why do Christians believe that Easter is all about love?</p> <p>I can find out about Palm Sunday. Children will know some people celebrate Easter.</p>	<p>RE Theme: Why do Christians believe Jesus is special?</p> <p>I can learn different stories Jesus told.</p>	<p>RE Theme: What stories did Jesus hear when he was a child?</p> <p>I can recall/retell some of the Old Testament stories Jesus heard.</p> <p>RE Theme- Special Places: What makes a place special/holy?</p> <p>Know that there are different places in the world.</p> <p>I can learn a range of holy places from different religions.</p>	<p><u>Nursery</u> <u>Observationa</u> <u>I Checkpoint:</u> Can children make sense of their own life-story and family history?</p>
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	Geography	Can talk about some differences in places using photos.	I can look at different places in the world.		Show interest in different occupations. I can look at different job roles, people complete to help us. Including: Fire fighters, doctors and police.		Know that there are different places in the world through their learning and from books (linked to where animals live). I can learn where different animals live.	<u>Nursery</u> <u>Observational</u> <u>Checkpoint:</u> Do children show an interest in different occupations? Can children talk about different countries in the world?
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Reception	RE	<p>RE Theme: I am special- Why are we all different and special?</p> <p>Can recognise that people have different beliefs.</p> <p><i>I can know what is special to them and their families.</i></p> <p><i>I can name a Bible.</i></p> <p><i>I can say how and why we celebrate Harvest Festival.</i></p>	<p>RE Theme: How do Christians celebrate Jesus' birthday?</p> <p>Begin to see similarities and differences in different places and cultures using stories and texts.</p> <p><i>I can understand the story of Diwali.</i></p> <p><i>I can understand Christian Christmas story.</i></p>	<p>RE Theme: How do you celebrate special time?</p> <p>Begin to recognise that people have different beliefs and celebrate special times in different ways.</p> <p><i>I can understand that some people celebrate Eid.</i></p> <p><i>I can learn about special celebrations in different faiths.</i></p>	<p>RE Theme: Why do Christians believe that Easter is all about love?</p> <p><i>I can learn the Easter story.</i></p>	<p>RE Theme: Why do Christians believe Jesus is special?</p> <p><i>I can learn different stories Jesus told.</i></p>	<p>RE Theme: What stories did Jesus hear when he was a child?</p> <p><i>I can recall/retell some of the Old Testament stories Jesus heard.</i></p> <p>RE Theme- Special Places: What makes a place special/holy? Understand that some places are special to members of their community.</p> <p><i>I can learn a range of holy places from different religions.</i></p>	<p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non fiction texts and maps.</p>
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	Geography	<p>I can identify typical weather in Autumn.</p>	<p>Can draw simple information from a map and create a simple map of their own.</p> <p>I can learn about Tintwistle and create their own map of Tintwistle. Children will know that Tintwistle is in England.</p> <p>I can locate where we live on a globe. Children will know that the green on a globe is land and the blue is sea.</p> <p>I can understand that a globe shows different countries around the world.</p> <p>Can recognise some similarities and</p>	<p>I can identify typical weather in Winter.</p>	<p>I can identify typical weather in Spring.</p>	<p>Beginning to see similarities and differences in different places and cultures using stories and texts.</p> <p>I can understand that we can only grow certain fruit/vegetables in England and compare that to fruit/vegetables grown in other countries. Look at Kenya and the book Handa's Surprise.</p>	<p>Can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can compare where animals live in the world.</p> <p>I can identify typical weather in Summer.</p>	
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			<p>differences between life in this country and life in other countries.</p> <p>I can understand how people in different countries celebrate Christmas.</p>					
Past and Present								
Nursery	History	<p>Can talk about people in their immediate family.</p> <p>I can understand I were a baby and say how I have grown.</p>	<p>Can talk about family customs and significant events in their life and family life.</p> <p>I can learn about Remembrance Day and Bonfire Night.</p>	<p>Can talk about family customs and significant events in their life and family life.</p> <p>I can find out about Chinese New Year.</p>	<p>I can find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p>	<p>I can find out about St. George's day and how we celebrate.</p>	<p>I can begin to understand that at the moment I attend Nursery but soon I will move up to Reception!</p>	<p><u>Nursery Observational Checkpoint:</u></p> <p>Can children make sense of their own life-story and family history?</p>

Reception	History	<p>Beginning to comment on images of familiar situations in the past eg families in stories.</p> <p><i>I can talk about their families and describe people who are familiar to them.</i></p> <p><i>I can say how I have changed from being a baby to being 4/5.</i></p>	<p><i>I can explore images, stories and artefacts from the past.</i></p> <p><i>I can learn that Remembrance Day is to remember soldiers who died in the war.</i></p>	<p>Can compare and contrast characters from stories including those from the past eg Red Riding Hood.</p> <p><i>I can look at images of toys from the past and identify similarities and differences. Use fairy tales story as a link.</i></p> <p><i>I can say that the past is anything before the current day.</i></p>	<p><i>I can learn who Florence Nightingale/Mae Jemison are and why they are important.</i></p>		<p><i>I can learn who David Attenborough is and why he is important.</i></p> <p><i>I can compare similarities and differences of different animals.</i></p>	<p>ELG</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered through book read in class and storytelling.</p>
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Expressive Arts and Design

Creating with Materials

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<u>Nursery Observational Checkpoint:</u>
Art and Design	<p>Can freely explore media. Beginning to represent people and events or ideas in a variety of ways.</p> <p><i>I can complete large scale drawings/paintings.</i></p> <p><i>I can use pencils to free draw.</i></p> <p><i>I can paint a self-portrait.</i></p>	<p>Beginning to explore colour.</p> <p><i>I can paint on a flat surface and an easel.</i></p> <p><i>I can explore and recreate firework art in the style of Jackson Pollock.</i></p>	<p>Beginning to explore colour and colour mixing.</p> <p><i>I can explore colour mixing.</i></p> <p><i>I can use pencils to draw closed shapes such as squares and rectangles, to design my own castle.</i></p> <p><i>I can make a Chinese lantern.</i></p>	<p>Can represent people and events or ideas in drawing with increasing complexity eg a circle for a face.</p> <p><i>I can explore painting with a range of tools such as cotton buds, sticks, toothbrushes etc.</i></p> <p><i>I can make a superhero mask.</i></p> <p><i>I can explore and make art in the style of Piet Mondrian.</i></p>	<p>Can choose different materials and media to express their ideas and can make representations of people and events.</p> <p><i>I can explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</i></p> <p><i>I can explore and make art in the style of Andy Goldsworthy.</i></p>	<p>Confident to explore colour and colour mixing.</p> <p><i>I can mix some new colours.</i></p> <p><i>I can explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</i></p> <p><i>I can complete observational drawings of nature.</i></p>	<p>Can children create using different materials? Can children develop their own creative ideas by drawing and painting?</p>

Reception	Art and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.</p> <p><i>I can draw a person – head, body, arms, legs and facial features. I can create a self-portrait.</i></p> <p><i>I can use junk modelling to make my house. I will know how to make a flange join.</i></p> <p><i>I can use treasury tag join.</i></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings eg clay.</p> <p><i>I can mould clay and use it to make a Diva Lamp.</i></p> <p><i>I can use a block printing technique, in the style of Paul Klee.</i></p> <p><i>I can use glue or tape to use for their chosen purpose.</i></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.</p> <p><i>I can mix primary colours to make secondary colours using paints.</i></p> <p><i>I can make concertina paper to make a Chinese Dragon puppet.</i></p> <p><i>I can explore and make art in the style of Henry Matisse, to make a fairy tale 2D collage.</i></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.</p> <p><i>I can mix watercolour paints, in the style of Wassily Kandinsky.</i></p> <p><i>I can complete superhero pop art, in the style of Andy Warhol.</i></p> <p><i>I can make a slot joint.</i></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.</p> <p><i>I can create finger painting, in the style of Van Gough Sunflower art.</i></p> <p><i>I can make a mono print.</i></p> <p><i>I can make a tab join.</i></p>	<p>Return to and build on previous learning, refining skills and ideas to develop ability to represent them eg observational drawing in nature, model making, painting.</p> <p><i>I can mix shades of the same colour.</i></p> <p><i>I can using felting to make an animal picture.</i></p> <p><i>I can make a split pin join, to make an animal puppet.</i></p>	<p>ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.</p>
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Being Imaginative and Expressive

Being Imaginative and Expressive								
Nursery	Music	<p>Beginning to listen to nursery rhymes.</p> <p><i>I can sing the nursery rhymes/songs:</i> -12345 once I caught a fish alive -Humpty dumpty -Jack and jill -One, two buckle my shoe</p>	<p>Beginning to explore instruments and sounds.</p> <p><i>I can sing the nursery rhymes/songs:</i> -Twinkle twinkle little star -Down at the station -Hey diddle diddle -Wind the bobbin up</p>	<p>Can join in some parts of familiar songs and nursery rhymes.</p> <p><i>I can sing the nursery rhymes/songs:</i> -Pat a cake -Row row row the boat -The wheels on the bus</p>	<p>Explore sounds that instruments make.</p> <p>Beginning to tell own story and act out.</p> <p><i>I can sing the nursery rhymes/songs:</i> -A sailor went to sea -Miss Molly has a Dolly -The Grand Old Duke of York</p>	<p>Can join in with familiar rhymes and songs.</p> <p><i>I can sing the nursery rhymes/songs:</i> -Mary, Mary quite contrary -Round and round the garden -Ring a ring a roses</p>	<p>Can choose an instrument for a particular sound. Can tell own story and act out.</p> <p><i>I can sing the nursery rhymes/songs:</i> -Baa baa black sheep -Hickory, dickory dock -Incy wincy spider</p>	<p style="text-align: center;"><u>Nursery Observational Checkpoint:</u></p> <p>Can children take part in pretend play? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>
Reception	Music	<p>Can sing familiar songs and rhymes, and perform well known ones in front of an audience.</p> <p><i>I can use different voices to sing songs as a group and suggest simple actions.</i></p>	<p>Can recall main events in a familiar story. Can tell own story and act out.</p> <p><i>I can respond to simple musical instructions. I can copy simple sound and movement patterns.</i></p>	<p>Can sing a range of songs and rhymes. Can recall a story.</p> <p><i>I can begin to recognise the structure of a song. I can explore different ways of playing instruments To follow simple notation.</i></p>	<p>Can respond to music with movement and expression of how it makes them feel. Can develop a story line in play.</p> <p><i>I can recall simple sound sequences.</i></p>	<p>Can sing a range of songs and rhymes. Can express feelings and respond to music with dance.</p> <p><i>I can recognise high and low sounds To explore changes in pitch. I can sing short songs and melodies in small groups with growing confidence.</i></p>	<p>Can tell a story of their own or one they have heard. Can select and play instruments for specific purpose.</p> <p><i>I can perform my own dances using steps and techniques that they have learned.</i></p>	<p style="text-align: center;"><u>ELG</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music.</p>