



Listening,
Attention &
Understanding

Communication & Language				
Baseline	Autumn	Spring	Summer	End of Year
Foundation One				
Hearing and responding to their name, shifting their attention from their task. Uses eye contact, when being spoken to by peers and adults. Follows simple, routine instruction, e.g. come to the carpet with minimal support. Plays a simple, motivating game for a few minutes, e.g. catching a Can listen to a short story. To join in with a Nursery rhyme as sang by an adult.	Is able to follow instructions, which include three key words, e.g: "Can you touch teddy's nose?" To stop and listen when signaled by an adult. Can sing a simple Nursery rhyme, including most words. Can listen to a short story with increased interest.	Can answer what questions Follow routine two-step instructions with increased confidence, e.g get your bag and come to the carpet. To stop and listen with increased attention when signaled by an adult. Can listen to a longer story with increased attention and will ask simple questions. Joins in a variety of Nursery rhymes with confidence.	Can answer what and why questions, with increased explanation and reasoning using 'because'. Can listen to a longer story and recall simple key events, phrases or characters. To sing favourite nursery rhymes with independence, understanding key phrases and words within such as positional language, amounts, actions.	Parental support needed before starting school – suggestions to parents. To participate in short games with increased focus and attention. To share stories and encourage your child to listen throughout, highlighting new vocabulary and discussing the story. To sing Nursery rhymes and songs with your child, building up a bank, which they can confidently recall.
Baseline	Autumn	Spring	Summer - ELG	End of Year
Foundation Two				
Listen and participate in short group activities following adult-led instructions. Know why listening is important and can demonstrate good listening skills through eye contact, body language when adults or peers are speaking. Can listen to a longer story with good attention and focus, talking about what they know. To understand what and why questions, answering these appropriately and providing reasoning. To know and sing a variety of nursery rhymes, with confidence.	Participate in whole class activities, listening to and following simple instructions with focus and attention for periods of time. Hears and understands key vocabulary, linking this to current knowledge through similar themes. (e.g feelings - elated is another word for happy.) With support will ask questions to further their learning. To confidently answer 'why' questions about the story they have heard, using information from the text.	To make predictions on what they have heard during a story, listening carefully to the storyline. To retell stories using repetition and known phrases from stories. Can explain why they have chosen to use the vocabulary that they have selected.	Listening, Attention & Understanding ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	In preparation for Year 1 – F2 teacher to begin supporting. Listen and engage with story time to enable the children to summarise what they have heard. To confidently retell stories in depth, selecting appropriate vocabulary to re-tell this in their own words. (E.g: the wolf wanted to gobble grandma up, instead of the wolf wanted to eat grandma) Can use new vocabulary learnt to talk about illustrations or events in their own lives.

	Baseline	Autumn	Spring	Summer	End of Year
Speaking	Foundation On				
	Can use a large bank of words to communicate (approx. 300) including descriptive vocabulary. Know that communication is for a purpose, expressing their own needs.	Can link up to five words together when speaking. Ask and answer simple questions, e.g. where is Mummy? What is next? What is happening? Use statements in their talking to describe what they see when talking to others. Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).	Speaks in simple sentences, with increased fluency based upon their needs or observations. Applying new vocabulary within their speaking, which they have been exposed to and taught, with adult scaffold. To hold a simple, turn taking conversation with an adult, building on statements shared. To begin to recognise the use of tense, and apply this with support from an adult, after modelling – can rephrase their sentence.	Use longer sentences, applying atleast 4-6 words coherently. To increasingly apply new vocabulary, which they have acquired over the year in their talk. Can hold a longer conversation, with many turns with little prompts from the adult. To include both past and future tense within their speech, not always correctly applied e.g: irregular verbs (swimmed and swam) Can use talk to inform imaginative play, to support and sustain play. With support can begin to ask what or why questions, during play or interaction to improve understanding.	Parental support needed before starting school – suggestions to parents. To share new vocabulary with your child and share what it means on a daily basis. To encourage your child to talk about what they see, feel, hear and think whilst you actively listen. To correct and model sentences encouraging your child to repeat. To engage in pretend play with your child, holding back and forth conversations whilst in role.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	To talk in full sentences coherently to express ideas, interests etc. To use 'because' to explain their reasoning. To recall experiences and share these with an adult or peers.	Begin to show interest in using alternative vocabulary within their sentences. To extend their sentences using the 'and' connective. To sequence their experiences with some accuracy and talk about them in detail. To explore how poems are read and notice how words rhyme, beginning to join in with the recital.	Independently ask what, why, how, where etc questions to check understanding and to provoke further interest. Using new vocabulary correctly (demonstrating understanding) within full sentences and apply it. (e.g I am delighted with my new trainers.) To begin applying a range of connectives within their talk as modelled by an adult. To use fronted adverbials to describe events from an exposed experience with some adult support. (First we cooked the cake,	Speaking 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 introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	In preparation for Year 1 – F2 teacher to begin supporting. Using newly acquired vocabulary within their talk and writing, applying this within different situations over a period of time. To use a range of connectives to join sentences correctly using 'if, or, but' within their speech. To sequence events with greater independence, talking about them in detail and including the use of fronted adverbials. To begin to recall familiar poems, recalling these aloud.

			<u>then</u> we put it in the oven and <u>after</u> we ate it.) To organise talk to support thinking and solve problems. To orally rehearse familiar poems with adult support, such as call and response.		
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Personal, Social, Emotional Development

 ST MICHAEL'S C OF E PRIMARY SCHOOL					
Baseline		Autumn	Spring	Summer	End of Year
Building Relationships	Foundation One				
	Is aware of other children’s presence and will acknowledge them in play. Is willing to play with other children and wants to learn/know their name.	Begin to show more confidence in new social situations. Play with increased cooperation. Know how to take turns. Begin to articulate their ideas with their peers either in play or through solving conflict.	Play with their peers, extending and elaborating ideas. Begin to have a close peer or friend they play with, seeking them out during child-initiated play.	Talk with others to solve conflicts and come up with solutions such as compromises. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Parental support needed before starting school – suggestions to parents. Visits to play centre’s groups and parks over the summer to begin socialising with children. Engage in transition days with their new school setting.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	Is happy to meet with new adults and children, presenting with a welcoming attitude. Plays alongside ‘familiar’ peers with ease, or demonstrates cooperation with new/unfamiliar peers.	Form some closer friendships and seek them out to <u>initiate</u> play. Speak to peers within a game or activity to organise play. Take turns in games, with some adult support required. <u>Listen</u> to other children when they are talking, taking their ideas and thoughts on board.	Hold back & forth conversations, listening to their peers’ ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt.	Building Relationships ELG Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.	In preparation for Year 1 – F2 teacher to begin supporting. Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Engage with stories, which explore different emotions and behaviours, supporting the children to identify these. Begin to form new relationships with visitors or guests with ease.
Baseline	Autumn	Spring	Summer	End of Year	
Managing Self	Foundation One				
	Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Find ways of managing transitions, for example from their parent to their key person. Reminders and some support is required with toileting.	Select and use activities and resources, with help when needed. Begin to take responsibilities for their own items and tend to basic needs e.g: putting on coat, hat etc. To begin to tend to toileting needs with some independence.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. To consistently be able to tend to most toileting needs independently.	Begin to explain rules to their peers. E.g: sharing what they should be doing. To have an idea and goal of what they want to achieve. To take responsibilities within their environment, feeling like they belong within a community.	Parental support needed before starting school – suggestions to parents. Children to tend to their own needs, such as dressing, with little adult support required. Practise putting on school uniform, taking on/off shoes etc.

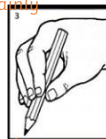
					Encouraged to complete small jobs to develop responsibility. To participate in games, and begin to understand simple instructions and rules.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	To be able to tend to most toileting needs independently.	See themselves as a valuable individual and have confidence in their own abilities. To show an increased independence in dressing and undressing themselves. Abide by most of the rules of the classroom. Try new activities independently or with peers. Begin to persevere when something is challenging.	Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Work on short activities independently.	Managing Self ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	In preparation for Year 1 – F2 teacher to begin supporting. Know and talk about the different factors that support their overall health and wellbeing, drawing on their own experiences. E.g; food choices, hygiene, oral health etc. Sort healthy and unhealthy foods, knowing the impact and effects they have on the body. Be able to tend to all needs independently.
	Baseline	Autumn	Spring	Summer	End of Year
Self-Regulation	Foundation One				
	If upset can settle with comfort from a familiar adult. Can tolerate some turn taking and sharing with new peers.	Seek help through finding an adult. To participate in games with adults and with support begin to share and turn take without becoming overly distressed.	Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Develop appropriate ways of being assertive, rather than becoming upset or distressed. To be able to identify some emotions and feelings. Begin to understand how others might be feeling.	Parental support needed before starting school – suggestions to parents. To identify and discuss emotions, looking at these in child friendly ways e.g in stories such as 'The Colour Monster' Talking through transitions and events in advance to support with understanding and regulation of emotions.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	To identify some emotions and link these to their experiences.	Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	Explain to an adult what has happened when they are upset.	Self-Regulation ELG Show an understanding of their own feelings and those of others, and	In preparation for Year 1 – F2 teacher to begin supporting.

	To transition into the setting with some support from an adult.	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Follow a familiar, routine and instructions independently. Wait with increased patience, when necessary, e.g. When waiting for their turn with the interactive whiteboard.	"Bounce back" quickly and with more independence. Begin to solve conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it." Express their feelings and consider the feelings of others.	begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Children demonstrate understanding around emotions and feelings, articulating their own ideas and reasoning. Work towards becoming an independent learner; not requiring as much adult support.
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PROGRESS BY MEANS OF A RAINBOW

Fine Motor

Physical Development				
Baseline	Autumn	Spring	Summer	End of Year
Foundation One				
Is able to tear paper using two hands. Know how to open and close scissors with two hands, cutting soft materials like playdough with ease. Children hold the pencil using a digital grip, all fingers hold the pencil but the wrist is turned outwards with the palm facing down towards the page, with the movement coming from the elbow and arm.  Able to take off their coat with independence.	Shows increased ability to hold scissors one handed and knows how to open and close them to make one snip at a time. Children will begin to apply a four- finger and thumb grip where 4 fingers are held on the tool and movement is mainly from the wrist. Hands and fingers move as one. Some adult support may be required.  Able to take off and put on their coat.	Holds scissors with increased confident in the correct position, maintain this when modelled by adult. Children will continue to use the four- finger and thumb grip with increasing accuracy where 4 fingers are held on the tool and movement is mainly from the wrist. Hands and fingers move as one.  Able to become increasingly independent in dressing and getting changed.	Is able to use scissors one handed and manipulate turning the paper with the opposite hand. Can cut in a straight line with increased fluency, through continuous movements, without pulling and tearing the paper, making snips when moving forwards. Now have a preference for a dominant hand and use this to effectively manipulate tools. Over time, they become more confident in holding a pencil and will be able to use a static tripod grip, using three fingers and a thumb, the hand and fingers move as a unit.  Needs minimal support to dress, but may rely on the prompts of an adult.	Parental support needed before starting school – suggestions to parents. Suggest lots of cutting practice and exploration of the skill. Encourage fine motor practice, through threading, pegging and use of dough. Share with parents the importance of building gross motor skills to support their child's fine motor development first. Encourage their child to mark make, holding a pencil with increased control.
Baseline	Autumn	Spring	Summer - ELG	End of Year
Foundation Two				
Is able to use scissors one handed and manipulate turning the paper with the opposite hand. Can cut in a straight line with increased fluency, through continuous movements, without pulling and tearing the paper, making snips when moving forwards. Now have a preference for a dominant hand and use this to effectively manipulate tools.	Shows a preference for a dominant hand and holds a pencil with increased comfort. Applies the static tripod grip. Is able to manipulate scissors with increased control, cutting a straight line using continuous movements. Is able to take off and put on their own coat, dressing with minimal support. Form pictures which are representative applying different shapes.	Applies the tripod grip when holding a pencil or mark making tool. Is able to manipulate scissors to cut around shapes, and when using tougher materials such as card, cardboard. Tends to all self-care needs and can dress themselves independently. Begin to start using the zip on their coat.	Fine Motor ELG 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. Needs minimal support to dress, but may rely on the prompts of an adult.	In preparation for Year 1 – F2 teacher to begin supporting. To have developed good manipulation of tools and resources, showing confidence in using scissors, staplers, hand-held hole punches. To form letter and number formations with increased control and accuracy. Is able to dress with independence and doesn't require adult support.

	Over time, they become more confident in holding a pencil and will be able to use a static tripod grip, using three fingers and a thumb, the hand and fingers move as a unit.  Needs minimal support to dress, but may rely on the prompts of an adult.	Needs minimal support to dress, and is beginning to tackle more challenging aspects such as buttons.	Pictures include more detail and have a variety of different shapes and lines. Care is taken with drawing and pictures become increasingly accurate. Are becoming confident in dressing and undressing.		
	Baseline	Autumn	Spring	Summer	End of Year
Gross Motor	Foundation One				
	To show some confidence in their physical abilities, being able to climb up on equipment, attempt balancing activities and explore movements with some support from adults. To show stability when walking, running and standing. When walking upstairs will walk upright with little adult support, using either two or alternate feet. Is able to use a tricycle with pedals. Can hold arms up in the air, and down by their side confidently, demonstrating early upper body strength. Can roll onto their stomach and back with ease demonstrating early core stability. Can kick a stationary ball.	Shows increasing confidence in walking backwards and sideways. Has developed good spatial awareness. Able to sit comfortably without resting or leaning on furniture or adults. To stand from sitting without requiring support or furniture to hold onto. Continues to ride tricycles with pedals with increased sense of direction and control. Is able to climb small apparatus with some support from adults. Can use upper body to wave flags and streamers with ease, using large muscle movements. Copy simple adult movements confidently. Can kick a rolling ball back.	Walks with increased confidence going up stairs, using alternate feet. Is able to maintain balance using hands and body to stabilise. Climb or move across small apparatus with increased independence, in using their upper body. Can stand on one foot but may require some support to hold onto. Can confidently paint, draw or use tools on vertical surfaces, in both small and large movements. Copy movements in a simple sequence with ease, using both sides of my body to support bi- lateral movement. Can throw a ball with increased accuracy at a target.	Walk with increased confidence going downstairs using alternate feet with minimal support. Know how to balance and use a balance bike with both feet on the ground. Begins to explore balance when using pieces of equipment, walking across wide planks with confidence. Is able to use both hands and legs (bi-lateral movement) to climb with increased confidence and independence. Able to effectively complete activities that cross the midline, with increased ease. Can stand on one foot without support for a short period of time, leading towards hopping with increased confidence. Can recall a sequence or pattern of movement and execute this confidently, with children increasingly creating their own. With increasing accuracy can catch a ball with two hands.	Parental support needed before starting school – suggestions to parents. Ensure they have plenty of experiences to develop their physical skills, e.g: through clubs, visits to the local park, activity-based centres such as trampoline parks, or time to play on equipment within their own gardens. Create mini obstacle courses at home for them to complete, whilst practising their different movements and navigating space. Practice balls skills; with a range of different sizes, either kicking, throwing, catching etc. Practice simple sequences in games or through dance routines recalling key movements.

	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	Walk with increased confidence going downstairs using alternate feet with minimal support. Know how to balance and use a balance bike with both feet on the ground. Begins to explore balance when using pieces of equipment, walking across wide planks with confidence. Is able to use both hands and legs (bi- lateral movement) to climb with increased confidence and independence. Able to effectively complete activities that cross the midline, with increased ease. Can stand on one foot without support for a short period of time, leading towards hopping with increased confidence. Can recall a sequence or pattern of movement and execute this confidently, with children increasingly creating their own. With increasing accuracy can catch a ball with two hands.	Can use balancing equipment with increased control and confidence. Can catch a ball using two hands when standing or moving. Starting to explore hopping, by standing on one foot. Begins to throw a ball with increased accuracy and direction. Shows increased balance when standing on one foot or hopping. Can pull themselves up onto higher equipment using their upper body strength.	Improved hand-eye coordination, and can now start to throw and catch a large ball. Begin to develop greater balance when standing or hopping on one foot, knowing to use their arms to support balance. Can access and use play equipment with increased control and skill. Can recall a sequence of movements.	Gross Motor ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	In preparation for Year 1 – F2 teacher to begin supporting. To be able to sit on a chair comfortably for a prolonged period of time. To participate in team games alongside family members, to considerate other participants, their movements and cooperation. To practise key movements to develop confidence and skill with jumping, hopping etc, navigating these movements within a space, stopping and starting on command. To become confident with copying a simple sequence of routine in a game or dance. Safety navigate themselves over, under and through apparatus and play equipment. Begin to follow a simple set of instructions in a game. Grow in increasing confidence in changing direction when running.



Comprehension

Literacy				
Baseline	Autumn	Spring	Summer	End of Year
Foundation One				
To know what a book is, and to find one when asked. Enjoys sharing books with an adult. Take an interest in stories that are found within the environment and during story time.	Understand the key concepts about print: - print has meaning - we read English text from left to right and from top to bottom. Pay attention and respond to the pictures or the words in the stories that are read to them.	Understand the key concepts about print: - the names of the different parts of a book e.g: author, illustrator, blurb. - page sequencing - print can have different purposes Begin to retell familiar phrases from well-known stories. Knowing the three key elements to a story beginning, middle and end and where these come in the stories that are read.	To answer simple questions when asked about the story they have heard. To have an awareness between fiction and non-fiction books. To have a favourite book or bank of stories which they can talk about. Make comments and shares their own ideas based on the stories read to them.	Parental support needed before starting school – suggestions to parents. To ask their child simple questions when reading/sharing a story. Use high-quality open-ended questions such as ‘Why is there...’ ‘Who might have...’ To share both fiction/non-fiction books at home. Take your child to the local library to expose them to a setting which promotes reading. Re-reading books frequently to support their familiarity with storylines. To promote enjoyment for reading with your child.
Baseline	Autumn	Spring	Summer - ELG	End of Year
Foundation Two				
To answer simple questions when asked about the story they have heard. To have an awareness between fiction and non-fiction books. To have a favourite book or bank of stories which they can talk about. Make comments and shares their own ideas based on the stories read to them.	To answer simple questions when asked about what <u>they have read</u>. E.g: retrieval. To make their own predictions. To securely know the features of a fiction book e.g: author, illustrator, title and blurb. To remember key phrases from a familiar story when re-telling it. To know what a fiction book is.	To begin to ask questions about the story/text they are studying. To begin to infer how characters are feeling/what they're doing using the pictures/clues in the story. To know what a non-fiction book is. To know what a poem is, and join in in whole-class recall.	Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play.	In preparation for Year 1 – F2 teacher to begin supporting. To confidently talk about the difference between a fiction and non-fiction book. To retell a familiar story in their own words, using a clear sequence of beginning middle and end. To have a bank of poems, which they know and can recall, discussing why they do/don't like them.

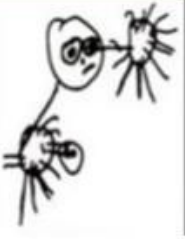
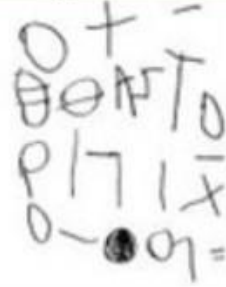
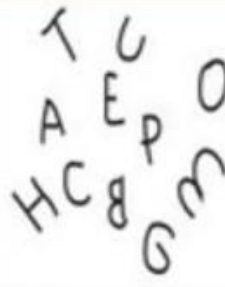
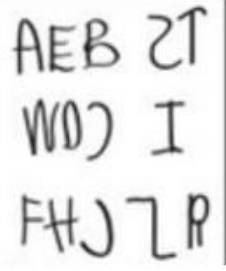
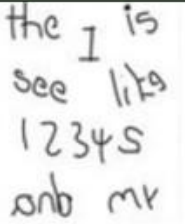
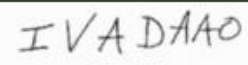
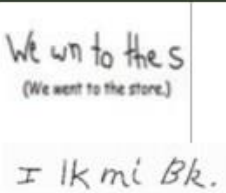
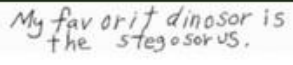
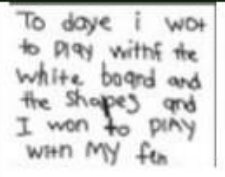
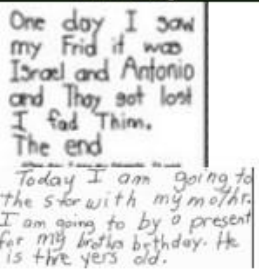
			To have built up a bank of familiar stories, which they can share and talk about with their peers/adults. To use familiar story-telling language. E.g: Once upon a time, Suddenly, Finally, The end. To begin using taught 'ambitious' vocabulary within their own play and story-telling.		To explain why they do/don't like about the stories shared. To know more complex stories and use a wider range of vocabulary when talking about it, such as descriptive language. To talk about the vocabulary, they have learnt throughout the year, and embed this into their spoken language/play.
	Baseline	Autumn	Spring	Summer	End of Year
Word Reading	Foundation One				
	Notice familiar print and understand that it has a meaning.	Know and recognise the initial sound in their name. A repertoire of familiar known nursery rhymes that they can sing independently. To clap the syllables, they hear in words.	Recognise their name in print, without picture prompts. To identify and create alliterative phrases using known sounds. Begin to make links between the letters they see within the environment and words they know.	To know how to continue a rhyming string. To hear and identify words that have been blended aloud. Begins to break the flow of speech into words, to hear and say the initial sound in words. To orally segment simple cvc words aloud; hearing and identifying some of the phonemes.	Parental support needed before starting school – suggestions to parents. Practice singing a range of nursery rhymes. Exposure to poems and rhyming words/strings. Practice the sounds for the letters in the alphabet.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	To know how to continue a rhyming string. To hear and identify words that have been blended aloud. Begins to break the flow of speech into words, to hear and say the initial sound in words. To orally segment simple cvc words aloud; hearing and identifying some of the phonemes.	To know and identify initial sounds in words. To understand the difference between blending and segmenting. To begin following and touching the phonemes and graphemes as they read them. To begin blending to read simple cvc words using the taught phonemes. To read a short caption. E.g: The tap.	To know most phoneme-to- grapheme correspondence for each letter in the alphabet. To read simple cvc words with increased confidence and fluency. To begin to apply the taught digraphs in their reading. These may need some reminders and action prompts from adults. Reading simple captions that include the learnt tricky words and digraphs with increased confidence. E.g: Go back, No boots.	Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound- blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	In preparation for Year 1 – F2 teacher to begin supporting. To spot and read digraphs within words with increased confidence, blending these with ease. To read simple sentences. E.g: Go back to the shops with increased fluency. To fluently read the taught tricky words in their decodable phonics books. Knowing and explaining why they are tricky.

			To start reading simple sentences with independence applying all learnt skills. To spot and read the taught tricky words within their decodable books.		To identify tricky words within the environment and sentences shared by the adult.
	Baseline	Autumn	Spring	Summer	End of Year
Writing	Foundation One				
	Marks and scribbles which they are able to ascribe meaning to. Imitation of marks, lines, joining or dots. By 3-yrs children should be able to create or follow horizontal and vertical lines and draw a circle.	Knows that mark making is a form of purposeful communication. Creation of pre-literate wavy scribbles or mock handwriting, moving from the left to right. Simple, shapes, lines and patterns are beginning to be produced and some of the names are known. E.g: line dot, circle, wavy, swirl. Aware of their name and make marks to sign/represent it.	Simple, shapes (circles), lines and patterns are created and their names known. E.g: line dot, circle, wavy, swirl. A cross can be formed. Form 'Letter-like-forms' (mock letters) these resemble letters using different shapes such as circles, swirls and lines. Use of talk to relay phrases or sentences to captured and describe their mark making. Children can recall what they have drawn or written and talk to an adult about it. Initial sounds and some letters in their name being to form.	Knows that marks communicate meaning and that these are for reading. Remember and talk a sentence aloud. Write most or all of their name. Use some of their print and letter knowledge in their early writing to record the initial sounds they hear. To identify and say the sound they have written.	Parental support needed before starting school – suggestions to parents. Fine Motor Activities Encouragement to make marks, write and use letters. To practice consolidating their child's name writing. Exposure to letters and sounds within the alphabet. Plenty of exposure to stories and traditional tales allowing their child to talk their ideas aloud.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	Knows that marks communicate meaning and that these are for reading. Remember and talk a sentence aloud. Write most or all of their name. Use some of their print and letter knowledge in their early writing to record the initial sounds they hear.	Remember, hold and talk a sentence aloud. Write some or all of their name, beginning to apply improved letter formation. Use their knowledge of letter sounds to confidently write initial sounds. Use their phonic knowledge to begin securely writing CVC words, segmenting their phonemes aloud.	Application of taught digraphs in words is present. E.g: moon, coat. Continual application of correctly spelt and taught tricky words. Captions have started to expanded into short sentences, with taught digraphs being applied E.g: The coat is red. Application of a full stop is present at the end of short sentences.	Writing ELG Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.	In preparation for Year 1 – F2 teacher to begin supporting. Write letters correctly and to know and practice ascending and descending formations. Apply taught digraphs/trigraphs consistently within words. Apply capital letters to the beginning of a sentences, names and use full stops at the end of their short sentences.

	To identify and say the sound they have written.	To re-read the CVC words they have written and clearly articulate the word, to check it makes sense. E.g: labels. Introduced tricky words are spelt correctly and are beginning to form short captions e.g: The mat, A cat, To dad.	Know the capital letter for each letter in the alphabet. To re-read what they have written using their knowledge and skill of blending.		Write short sentences that can be read by them and others.
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See the developmental stages of progression in writing below. It is important to note that these stages do not always progress in a systematic order.

Pre Phonemic Stage

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	



Maths					
Baseline		Autumn	Spring	Summer	End of Year - ELG
Number	Foundation One				
	Use counting incidentally and in everyday circumstances. Know some number names and use them within talk. Take an interest in number and share their current knowledge.	Take part in finger rhymes with numbers. Begin to use fast recognition to identify a number without counting it. Knowing securely 1. (subitising) Compare amounts, saying 'lots', 'big', 'small', 'same' To become confident in applying 1- 1 counting up to 3. Able to make amounts using 1's up to 3. Link numbers to a small amount such as 1-3, e.g showing 2 cubes, with the number 2.	Count aloud confidently to 5 and know some number names past it. To become confident in applying 1- 1 counting up to 5. Explores using a range of their own marks and signs to which they ascribe mathematical meanings. Compare amounts using more mathematical language such as 'more', 'less', 'same'. Show 'finger numbers' up to 5. To know that anything can be counted e.g: claps, jumping (Abstraction principle)	Fast recognition of up to 3 objects, without having to count them individually ('subitising') Links numerals with amounts up to 5 and potentially beyond. Experiment with their own symbols and marks as well as numerals. Able to talk about simple real-world mathematical problems with numbers up to 5, and start to solve them. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Parental support needed before starting school – suggestions to parents. Practice and consolidate numbers to 5, exploring different representations. Be exposed to a variety of counting opportunities and real-life maths problems. Begin to count aloud beyond 10. Recognise the numbers 1-5 in a variety of different environments and settings.
	Foundation Two				
	Fast recognition of up to 3 objects, without having to count them individually ('subitising') Links numerals with amounts up to 5 and potentially beyond. Experiment with their own symbols and marks as well as numerals. Able to talk about simple real- world mathematical problems with numbers up to 5, and start to solve them. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Subitising to 5. Building numbers out of 1's. Cardinality of 5 using fingers, dice numicon to recognise and represent numbers. Compare using amounts for comparison within their play and everyday experiences. Begin to have an awareness of the composition of 5. Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral.	Recognising and naming digits (1- 10) Apply the cardinal principle to groups of objects to 10. Use counting to share and group objects. To become confident using and applying the part whole model, to explore number composition 1-5. Have an awareness of mathematical symbols. Automatically recall number bonds to 5. Solve real-life maths problems with numbers up to 5.	Number ELG 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.	In preparation for Year 1 – F2 teacher to begin supporting. Apply the cardinal principle to groups of objects to 10 and beyond. Understand the meaning of mathematical symbols (e.g. +, -, =) Increased confidence with the composition of numbers 1-10 and begin to record these in sentences. Choose from a range or combination of strategies to solve a problem (e.g. counting, using objects, recalling facts or combining facts to get the answer) Know the total of a small set by subitising the groups within it and

					immediately combining them to find the total. (conceptual subitising)
Numerical Patterns	Foundation One				
	Stacking with blocks, to consider size and composition. Comment on what they see such as 'it is spotty, it is stripy.' Complete inset puzzle with increasing confidence, seeing and matching shapes.	With support, begins to quantify small groups or collections through every day routines e.g "we have three oranges." Engages in daily routines, register, snack time, tidy up time. Using mathematical talk to begin showing an awareness of order. Develop an awareness of what an AB pattern is. To join in with the repeated patterns in stories and rhymes. With support from visual prompts begin to consider routines and understanding what they are doing 'now'.	Takes part in simple number games – e.g. how many bean bags can we get into this hoop. Make predictions – What might happen next in a sequence or a routine? During play, can informally describe the relationship between quantities they can see, using words such as big, small, more, less, same. Spotting patterns in rhymes and stories. Are able to talk about what they want to choose/complete or do 'now' in the moment.	To count aloud in order 1-5 securely. Have some understanding of the order between 5-10. Have an awareness of order and sequence linked to time. E.g: days of the week, daily routine. Are able to copy and continue an AB pattern. Begin to notice and error in a repeating pattern. Can talk about what they want to do now and then next.	Parental support needed before starting school – suggestions to parents. Begin to explore matching (socks, shapes, items) Encourage them to discuss/describe a sequence of familiar events from days out etc. Highlighting patterns in the books, songs and rhymes that are shared. Continue practising repeated patterns Emphasising that some tasks and activities are completed in order such as routine, instructions etc.
	Foundation Two				
	To count aloud in order 1-5 securely. Have some understanding of the order between 5-10. Have an awareness of order and sequence linked to time. E.g: days of the week, daily routine. Are able to copy and continue an AB pattern. Begin to notice and error in a repeating pattern.	Are able to count aloud in order to 5 and beyond. Begin to understand the order of numbers 5-10 Begin to know the days of the week Copy, continue and create an AB pattern. Notice and correct an error in an AB pattern. Use language to describe the relationship between quantities (e.g. 'more than, less than and equal to) Are able to share objects to make an equal group.	Accurately count items to 10 with one-to-one correspondence. Verbally count to 20 aloud, with not all teen numbers in sequence. Name the days of the week confidently. Understand the days of the week are in an order and can recall them. Copy and continue a more complex pattern. E.g. ABC, ABB, ABBC Know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning.	Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	In preparation for Year 1 – F2 teacher to begin supporting. Verbally count to 20 aloud with accuracy, starting from different numbers. To confidently talk about the pattern of the counting system beyond 10, exploring the teen numbers. Exposure to different counting aids such as number lines, hundred squares. Know that the even and odd number pattern goes beyond 10.



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			Able to identify one more/ one less to consecutive numbers. Begin to explore the pattern of double facts to 5.		
Shape, Space and Measure *Additional coverage as highlighted in the statutory framework.	Foundation One				
		Talk about shapes that they can see using informal language. Uses silhouettes/ shadowing to develop knowledge of shape. To begin more familiar with sequencing of events using language such as first, then Begin to explore emptying and filling.	To start seeing shapes within the environment, and knowing their names. Begin to use 2D shapes to create pictures, talking about how they have used them. To know and talk about a familiar route. Know how to make structures using blocks, considering the different blocks/shapes they are using. Children to talk about what is happening in a picture – referring to spatial relationships. E.g: 'What is in the box?' Can describe when an item such as a jug is either full or empty. Incidentally use language linked to measure within their play.	To identify and name 2D shapes. Are able to use language such as curve, straight, round and flat to describe 2D shapes. To begin planning to use shapes within their pictures. To represent a familiar route using simple marks. Understand simple positional language such as on, under, and in and use it with increased accuracy in their own play and talk. Is able to confidently apply the language and action of emptying and filling containers, understanding the difference. Understand through the support of visual prompts what activities are happening now and next. Can talk about different aspects of measure such as heavy and light, big and small, long and short.	Parental support needed before starting school – suggestions to parents. Highlight the shapes they see within the environment, using the correct names and discussing the features. Expose children to more complex positional language such as in- between or through, when playing with toys or when accessing obstacle courses. Reading books with similar themes such as 'Where's Bear?' or 'We're Going on a Bear Hunt.' Discuss different elements of measure; keeping track of children's height, weight etc. Explore capacity when working with liquids, building this into da- to-day life.
	Foundation Two				
	To identify and name 2D shapes. Are able to use language such as curve, straight, round and flat to describe 2D shapes. To begin planning to use shapes within their pictures. To represent a familiar route using simple marks.	Can correctly name the 2D shapes. Combine building blocks to make complex shapes (e.g. arches, crosses) Describe a familiar route using positional language to articulate ideas.	Discuss the features of a familiar route and represent these using detailed marks Can identify 2D shapes circle, square, rectangle and triangle. To start seeing shapes within shapes e.g: the triangle and square in a house.	Identify and describe features of 2D shapes (e.g. orientation, size, number of sides) Move and combine shapes to compose, and decompose, 2D pictures. Knowing the names of 3D shapes.	In preparation for Year 1 – F2 teacher to begin supporting. Accurately knowing the names of some 3D shapes. To confidently understand the positional language, they have been exposed to.

	Understand simple positional language such as on, under, and in and use it with increased accuracy in their own play and talk. Is able to confidently apply the language and action of emptying and filling containers, understanding the difference. Understand through the support of visual prompts what activities are happening now and next. Can talk about different aspects of measure such as heavy and light, big and small, long and short.	Engage with capacity activities and share what they can see happening, knowing when something is empty or full. Begin to understand the concept of time through past, present and future events. Know how to identify different elements of measure such as heavy and light, big and small, long and short.	Able to discuss and explore the concept of 'half' when discussing capacity or sharing. Discuss events with an adult using the terminology today, yesterday and tomorrow. Are able to begin comparing elements of measure.	Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks) Describe a more route using a bank of locational/positional terminology. To confidently apply the language and understanding to the terms full, empty and half full when exploring capacity. To use the terms today, yesterday and tomorrow with increased confidence. Use the terms bigger, smaller, longer, short, heavier and lighter to describe the compared measure.	Confidently recognise 2D shapes within the environment and talk about their features. To talk about time with increasing accuracy. To know and talk about the days in a week. To begin comparing measure within their every day experiences.
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[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

[Development Matters - GOV.UK \(www.gov.uk\)](#)



Past and Present

Understanding the World				
Baseline	Autumn	Spring	Summer	End of Year
Foundation One				
To talk about and express prior experiences, such as birthday's trips etc. Have some awareness of their own History, using photographs as prompts to support. E.g: this was my birthday or I was a baby. Know who is in their family and who is special to them. Shows curiosity about people Enjoys listening to stories and looking at pictures of themselves or their family.	Talks about their immediate family. Can talk about what they did yesterday or in the past with increased detail and understanding. To begin using words such as yesterday, before, a long time ago, at the weekend, not always accurately. Are seeking out adults or peers to discuss their experiences, remembering and talking about these special events. Able to talk about where they live. Can name people who help us in the community.	Start to use the vocabulary linked to time with increased accuracy. Know their own history and apply basic chronology e.g: I was a baby and then I grew and got bigger. Now I am a big boy. Able to discuss and share who is special to them and explain why. Show an increased interest in different occupations. Can recognise pictures within non- fiction books and talk about them, sharing their own knowledge and applying new vocabulary.	When discussing past or present events use tense within their talk, with some accuracy e.g: We <u>went</u> to the park. I <u>played</u> at the park, Look! I am <u>jumping</u>. Sentences are much longer when discussing events. Are aware of past events and can draw on these to make links in learning. Comment on images of familiar situations within the past. Begin to understand occupations and have their own aspirations.	Parental support needed before starting school – suggestions to parents. Recall past events with their child, allowing them to understand that this happened in History. Share and discuss pictures from the past, comparing them to the present such as changes to the house etc or the local area. Talk to the children about occupations, highlighting these when out and about in public. Sharing and promoting aspirations for their future. Correct and re-model sentences if the incorrect tense is applied.
Foundation Two				
Baseline	Autumn	Spring	Summer - ELG	End of Year
Are able to talk about past events using longer sentences. Able to use vocabulary linked to the passing of time. E.g tomorrow, yesterday. Apply the correct tense with increasing accuracy, when talking about past or present events. Confidently talk about who is in their family and immediate community.	Comment on pictures of familiar situations that <u>they have experienced</u> in the past. E.g last week's cooking session. Use vocabulary linked to time with increased accuracy to describe their experiences. Can discuss chronology of who is in their family. Happily engage in non-fiction texts, understanding the difference in the text type.	Comment on the images of familiar situations from the past. E.g "They are writing on a chalkboard." Be able to identify past events through the use of stories. Talk about their family and community with increased detail and share important experiences. Have a good awareness of different families and how these are made up. Sequence and organise their own story ideas on a story map, applying vocabulary such as next, after etc.	Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	In preparation for Year 1 – F2 teacher to begin supporting. Discuss images of the past and contrast them in discussion e.g. "They are travelling on a horse and cart because there were no cars like we have now". Show an understanding of the past through books that they have read Talk about figures from the past and what they did. Are able to talk about and draw on their own wider experiences of people within the community.

		Has an awareness of time, such as the days of the week and months in a year. Increasingly able to order and sequence daily routines based on experiences.			
The Natural World	Baseline	Autumn	Spring	Summer	End of Year
	Foundation One				
	Enjoy exploring the outdoor and indoor area, talking about what they see. Know that plants grow outside. Know different animal names. Know how to explore how things work. Know and have some knowledge of the names of different materials. E.g sand, water, wood.	Begin to identify items within the natural environment such as puddles, clouds etc. Start to develop their wider vocabulary through the exploration of the natural world. Have an awareness that plants and living things are to be cared for. Start to take an interest in different life cycles. Know and talk about the different features in living things (animals, plants, flowers.) Engaging in hands-on exploration. Explore and engage with different materials.	Start to comment on changes and differences they see within the environment. E.g: leaves have fallen off the tree. Know how to plant seeds and care for plants/flowers. Demonstrate caring behaviours towards living things. Show curiosity through question. Use more descriptive vocabulary when discussing living things. Developmental awareness of forces and how these can be used within their play. Take interest in different materials and how they can be changed.	Begin to understand that changes happen and have an awareness of seasons and weather patterns. E.g: it is hot in Summer. Be able to talk about items in the natural world using appropriate vocabulary. Understand and discuss the features of a life cycle. Understand that their behaviour can have an effect on the natural world. Start to ask direct questions about the natural world. Understand the need to care for and protect the natural world. Know how to use different equipment and tools when exploring the outdoor world. Beginning to use the correct terminology to describe the forces they have experienced. Talk about the differences in materials and how they change.	Parental support needed before starting school – suggestions to parents. Identify or point out names of unfamiliar natural items or animals. Take their child out into the natural world to engage in outdoor exploration to provoke curiosity. Parents to model wondering aloud about the natural world; to model questioning to their child. Provide opportunities for them to care and protect the natural world e.g: watering the plants in the garden daily etc. Explore and identify forces, e.g: discussing floating and sinking when in the bath. Discuss and highlight the difference in the materials they are exposed to, engaging in box modelling activities at home.

	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	Use of their sense to explore the natural world, commenting on what they can see, hear, feel etc. Recognise that there are differences in weather, and comment on changes they notice. Talk about the differences in materials and how they change.	Interact with the natural world and comment on the changes they can see using wider vocabulary. Name and identify familiar plants and animals within the natural world. Begin to understand seasonal changes. Identify different materials, exploring and describing changes to the state. Show curiosity and ask questions about the natural world.	Are able to record what they can see within the natural world, beginning to take interest in the differences or changes. Develop confidence in talking about different seasons. Draws pictures of plants and animals as observed within the natural world, and begins to take an interest in specific details. Make links between the natural world and their own experiences.	The Natural World - 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 processes and changes in the natural world around them, including the seasons and changing states of matter.	In preparation for Year 1 – F2 teacher to begin supporting. Compare and talk about the changes in season over time. Records observations to enable changes to be observed over time. Uses new vocabulary and knowledge to discuss the changes to the natural world, e.g: seasons, life cycles, animal groups, weather patterns etc. Make links between the passage of time and changes to the natural world that occur.
People, Culture and Communities	Baseline	Autumn	Spring	Summer	End of Year
	Foundation One				
	Know who to ask for help. Understand 'same' and 'different'. Have their own likes and dislikes.	Have an understanding that people are different. Able to talk about their own likes and dislikes. Comments on aspects of their familiar world such as the place they live and where they visit. Develop positive attitudes about the difference between people.	Show understanding that they are apart of a community. Talk about the differences they identify or observe. E.g hair type, skin colour. Understand that people like and dislike different things.	Have an awareness and understanding that there are different countries across the world. Able to talk about the differences in places explored or visited. Recognise key features within their surrounding and landscape, beginning to compare buildings, weather, animals etc. Understand that we celebrate special occasions. Have a positive outlook on the differences within their community. Able to ask questions to further their knowledge of the	Parental support needed before starting school – suggestions to parents. Talk about world wide celebrations, during different times of the year. Participate in celebrations. Visit or point out different places of worship. Highlight the differences and similarities between people that they know. Talk positively about others. Have a knowledge of different faiths and religions.

				differences between people and culture.	
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	Know and talk about their local area and can identify key places they go to. Engages in small world play, which they share their knowledge of different environments within.	Know that there are special times in the year and people celebrate these. Show an increased awareness of celebrations and can comment on similarities and differences between ones they've experienced. Can share their experiences of different buildings and landmarks, knowing that there are special places of worship. Know what a map is.	Identify and discuss differences between environments, comparing them to their own. Know that there are different countries within the world and discuss the difference between life in these countries, comparing it to their own. Know to seek out information from a non-fiction book to further their understanding. Understand that people have different beliefs and can talk about special celebrations or traditions. Starts to make links between religious stories shared. Know what and why a map is needed, and have knowledge of drawing simple information from one.	People, Culture and Communities ELG 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, nonfiction texts and (when appropriate) maps.	In preparation for Year 1 – F2 teacher to begin supporting. Know of places that are special to members within the local community. Can talk about different celebrations and compare them to their own experiences. Can talk about different environments and identify that these are different to our own. Know some key features of different environments and can talk about what makes the unique.



Expressive Art & Design

Baseline

Autumn

Spring

Summer

End of Year

Creating with Materials

Foundation One

Take interest in the creative area, wanting to explore the different materials and equipment.

Explore paint, using their fingers, brushes and painting tools.

Manipulate and play with different materials.

Explore how materials such as dough can alter and change shape.

Begin to explore tools within the malleable area.

Begin to know names of colours, not always labelling these accurately.

Begin to give some meaning to their creations.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Begin to describe different textures that they feel such as hard and soft.

Draw simple shapes and outlines ascribing, beginning to ascribe meaning to the drawing.

Explore colour and colour-mixing, using the colour names with increased accuracy.

Starting to paint for a purpose, ascribing meaning to their work.

Talk about different textures with increased vocabulary, e.g: bumpy, rough.

Draw with increased detail and accuracy.

Start to draw with continuous lines and use these to represent objects.

Know the names of the primary colours; red, yellow and blue, and that these can be mixed to create other colours.

Beginning to use paint and colours correctly, to represent objects.

Explore colour and colour mixing, to create different colours with increased confidence.

Can use different resources to paint and talk about the different effects they create.

Can show different emotions in their work through colour, drawing etc.

Begin to join different materials, using simple methods and basic tools.

Parental support needed before starting school – suggestions to parents.

To engage in painting at home, exploring colour mixing.

Visit a local art gallery.

Talk about different art work explored.

Create your own art gallery at home, to celebrate your child's work and learning.

Engage in box modelling activities, building for a purpose such as making binoculars for a trip out.

Baseline

Autumn

Spring

Summer - ELG

End of Year

Foundation Two

Can ascribe meaning to their creations.

Know of different tools to use when painting and can talk about the effects.

Know the names of colours and have some knowledge of how these can be mixed.

Know how to select materials and explain their choices.

Know how to select colours for a purpose.

Paintings and drawings are more representative and begin to include finer details.

Start to work alongside their peers on models, or art work sharing their resources cooperatively.

Begin to know how to mix colours accurately, some guidance may still be required.

Begin to return to their work or build by improving or refining their ideas.

Begin to explore how different materials can be joined and show increased ability to problem solve.

Creations begin more complex and creative, with a range of materials being used for specific purposes.

Creating with Materials ELG 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.

In preparation for Year 1 – F2 teacher to begin supporting.

Are able to make colours lighter and darker to change the tone.

Children begin to use tools with increased care and precision, selecting them for a specific purpose.

They know how to mix primary colours to create some secondary colours.

					They understand what an artist is and how to create a representation of famous work.
Being Imaginative and Expressive	Foundation One				
	Listen with increased attention to sounds, may know some nursery rhymes and enjoy joining in with actions songs. Start to develop pretend play based on first-hand experiences. Begin to move to music. Explore a range of instruments and know how they can be played in different ways e.g: banging, shaking, blowing, hitting. Make simple models.	Hear and join in with familiar rhymes and songs, making sounds, noises or using the words if known. Start to participate in pretend play alongside peers, and engage in developing familiar storylines. Should start to use their imagination for the use of different objects.	Remember and sing entire songs of familiarity Begin to develop narrative within their play when using small world resources and models, using wider vocabulary and imagination. Name some instruments and begin to describe the type of sounds they make. Begin to play instruments with increased, control, rhythm or beat.	Create and sing their own songs or adapt ones that they are familiar with. Narrative becomes more imaginative and complex, with the children able to create and improve small worlds using construction blocks and kits.	Parental support needed before starting school – suggestions to parents. Encourage your child to sing along confidently to longer songs. Provide role play and narrative opportunities. E.g: using puppets, costumes, masks etc. Model role playing with your child. Explore instruments at home, playing these with increased understanding and control.
	Baseline	Autumn	Spring	Summer - ELG	End of Year
	Foundation Two				
	Engages with pretend play and has developed narrative based upon their experiences and exposure to storylines. Joins in with familiar songs, can sing these independently. Engages with small world play and is beginning to build their own.	Express their feelings, ideas and opinions towards performances, dances or music exposed to. Sing along to songs with increased accuracy. Children use musical instruments for a purpose, and engage with this in their play to follow simple beats, rhythms etc. They understand how to control the instrument to create a desired sound. Participates in small world play, with increased narrative, building up a storyline with their peer, which is increasingly complex and imaginative.	Sing along with their peers in a group, matching their pitch and melody. Use their own resources or imaginary items to lead their own pretend play or narrative. Begin to create scenarios in collaboration with others, where each child takes on a different role. Children should begin to follow pattern, rhythm and repeated actions with increased accuracy. Following simple dances or actions.	Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	In preparation for Year 1 – F2 teacher to begin supporting. Confidently perform songs or learnt oral stories, rhymes, poems etc. Innovate familiar stories, adapting these within their narrative. Build narrative into their role-play. To talk about music, discussing what they like/dislike, how does it make them feel? Begin to learn key musical vocabulary. To create and share a dance that follows a particular pattern.

