



Early Years Foundation Stage Curriculum Progression Framework Reception






Prime Area: Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The **number and quality of the conversations they have with adults and peers** throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with **new vocabulary** added, practitioners will build children's language effectively. **Reading frequently** to children, and **engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with extensive opportunities to **use and embed new words** in a range of contexts, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children share their ideas with **support and modelling** from their teacher, and **sensitive questioning** that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills	
<ul style="list-style-type: none">• New vocabulary• Range of language structures• Knowledge of stories, non-fiction books, rhymes and poems• Knowledge that communication involves reciprocal actions in interactions with others		<ul style="list-style-type: none">• Interact, converse, listen, engage, respond, elaborate• Story-telling, role play, expression of ideas and feelings	
Participate in interactions and conversations throughout the day. Engage in story times. Listen carefully to rhymes and songs. Listen to and talk about selected stories to build familiarity and understanding. Learn rhymes, poems, and songs. Ask questions extend and elaborate and to check they understanding. Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in conversation and role play. Develop social phrases.			
Characteristics of Effective Learning that are relevant			
Playing & Exploring <ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them• Guide their own thinking and actions by talking to themselves while playing• Respond to new experiences that you bring to their attention		Active Learning <ul style="list-style-type: none">• Begin to correct their mistakes themselves• Keep on trying when things are difficult	Creating and Thinking Critically <ul style="list-style-type: none">• Take part in simple pretend play• Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions
ELG: Listening, Attention & Understanding: Children at the expected level of development will: 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 <ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their understanding• Hold conversations when engaged in back-and-forth exchanges with their teacher and peers		ELG Speaking: Children at the expected level of development will: <ul style="list-style-type: none">• Participate in small groups, 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	

 Listening Attention and Understanding	Baseline Checkpoint: Listening Attention and Understanding <ul style="list-style-type: none"> • Follows a series of instructions. • Listens to stories and can recall the main events. • Contributes sensible comments to discussions and conversations. • Follows a series of instructions. • Listens to stories and can recall the main events. • Contributes sensible comments to discussions and conversations. 			KS1 Speaking and Listening 
	Autumn	Spring	Summer (ELG)	KS1
	<ul style="list-style-type: none"> • Understands why listening is important. • Can engage in story times, joining in with repeated phrases and actions. • Can respond to simple instructions. • Can listen to stories and recall the main events. • Can respond to instructions with more than one step. • Can respond to how and why questions. • Can contribute sensible comments to discussions and conversations. 	<ul style="list-style-type: none"> • Can switch attention from one task to another. • Follows complex instructions. • Respond to discussion with comments and questions. • Listen in whole school Collective Worship and recall some of the themes and comments at a later stage. 	<ul style="list-style-type: none"> • Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Makes comments about what they have heard and ask questions to clarify their understanding. • Holds conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Speaks clearly with increasing confidence and accuracy. • Uses spoken language to develop understanding and vocabulary. • Uses talk with others to explore ideas. • Asks relevant questions to extend their understanding and knowledge. • Participates in discussions, presentations, performances, role play
 Speaking	Baseline Checkpoint: Speaking <ul style="list-style-type: none"> • Engages in conversation with adults and peers. • Uses plurals and some tenses correctly. • Can ask questions. 			
	<ul style="list-style-type: none"> • Can engage in conversation with adults and peers. • Can talk in front of a small group. • Can ask questions. • Communicate confidently with peers and adults. • Can use talk to communicate needs, news, feelings and ideas. • Can use new vocabulary 	<ul style="list-style-type: none"> • Enjoys being part of conversations and discussions and uses new vocabulary in context. • Can use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas. • Can use plurals and tenses appropriately. • Can link statements and stick to a main theme. 	<ul style="list-style-type: none"> • Participates in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary. • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Expresses their ideas and feelings about experiences using full sentences, including use of past, present and future tenses and conjunctions, with modelling and support from their teacher. 	

Prime Area: Personal, Social & Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives** and is fundamental to their **cognitive development**. Underpinning their personal development are the **important attachments** that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions**, develop a **positive sense of self**, set themselves **simple goals**, have **confidence in their own abilities**, to **persist** and **wait for what they want** and **direct attention** as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating**, and **manage personal needs independently**. Through **supported interaction** with other children they learn how to **make good friendships**, **co-operate** and **resolve conflicts** peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills	
<ul style="list-style-type: none">• Know how to keep healthy and look after their bodies• Can name feelings and emotions• Knows how to manage emotions• Know about goals and how to set them• Know how to form friendships		<ul style="list-style-type: none">• Communicate feelings and emotions• form relationships with others, co-operate, negotiate, listen, explain, set simple goals, persist, wait, focus attention, manage own personal needs,• able to self-regulate	
Characteristics of Effective Learning that are relevant			
<p>Playing & Exploring</p> <ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them• Make independent choices. Do things independently that they have been previously taught• Bring their own interests and fascinations into early years settings. This helps them to develop their learning• Respond to new experiences you bring to their attention	<p>Active Learning</p> <ul style="list-style-type: none">• Participate in routines• Begin to predict sequences because they know routines• Show goal-directed behaviour• Use a range of strategies to reach a goal they have set themselves• Begin to correct their mistakes themselves• Keep on trying when things are difficult	<p>Creating and Thinking Critically</p> <ul style="list-style-type: none">• Review their progress as they try to achieve a goal. Check how well they are doing• Solve real problems• Make links between ideas• Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions	
<p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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 where appropriate• Give focussed 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	<p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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•	<p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to their own and others’ needs	



Self-Regulation

Baseline Checkpoint: Self-Regulation

- Can focus attention in a group situation for a short period of time and can follow a series of instructions.
- Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.
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- Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.

KS1

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Can identify a wide range of emotions –cross, worried, calm etc • Can say what has made them feel that way 	<ul style="list-style-type: none"> • Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met 	<ul style="list-style-type: none"> • Can understand their own feelings • Can identify some ways to distract self and self-regulate emotions, with some adult support eg holding back, sharing, negotiation and compromise
<ul style="list-style-type: none"> • Can identify when someone is doing something that makes them uncomfortable and is beginning to communicate this 	<ul style="list-style-type: none"> • Begins to set own boundaries 	<ul style="list-style-type: none"> • Can set own boundaries and is mostly able to respect the boundaries of others
<ul style="list-style-type: none"> • Is able to take part in adult led practical challenges in a small group 	<ul style="list-style-type: none"> • Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed 	<ul style="list-style-type: none"> • Is able to give focused attention in adult led sessions • Is able to direct attention as necessary in a range of contexts
<ul style="list-style-type: none"> • Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed 	<ul style="list-style-type: none"> • Can recognise when and how they need to respond to a friend, showing sensitivity when needed 	<ul style="list-style-type: none"> • Thinks about the perspective of others • Understands others' feelings, offering empathy and comfort
<ul style="list-style-type: none"> • Can explain what they are good at and what they need to get better at 	<ul style="list-style-type: none"> • Can understand how they can improve 	<ul style="list-style-type: none"> • Has a positive sense of self and sees themselves as a valuable individual
<ul style="list-style-type: none"> • Can pay attention to more than one thing at a time 	<ul style="list-style-type: none"> • Understands how to listen carefully and why listening is important • Can usually respond appropriately even when busy 	<ul style="list-style-type: none"> • Can listen out for instructions while busy with something else • Can respond appropriately even when busy with something else
<ul style="list-style-type: none"> • Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please 	<ul style="list-style-type: none"> • Begins to follow a longer list of instructions e.g. Wash your hands, get your lunchbox and sit at the table with Sarah 	<ul style="list-style-type: none"> • Follows a longer list of instructions in a range of contexts

- Shows independence in identifying and talking about emotions and can self-regulate most of the time
- Respects the boundaries, wishes and feelings of others
- Works in more extended adult led, whole class sessions, as well as in small groups
- Thinks about and is able to talk about the perspective and feelings of others
- Has respect for self
- Can concentrate on the person talking and ignore background noises etc, not relevant to the situation
- Understands instructions that show the order they have to do something, and which might include time concepts

Baseline Checkpoint: Managing Self



- Confident to access the environment with minimal support and follows the rules as part of the new routine.
- Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.
- Confident to access the environment with minimal support and follows the rules as part of the new routine.
- Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.

	Autumn	Spring	Summer	
Managing Self	<ul style="list-style-type: none"> • Is confident in selecting from a wide range of activities and resources, usually independently • Is willing to try new challenges 	<ul style="list-style-type: none"> • Seeks out opportunities to try new things • Has a clear idea about what they want to do and how they want to go about it 	<ul style="list-style-type: none"> • Knows what they need to carry out their intended activity • Can describe their competencies, what they are getting better at, describing themselves in positive but realistic terms 	KS1 <ul style="list-style-type: none"> • Chooses and uses appropriate resources to support learning • Works independently • Perseveres in a range of self-chosen and directed task and shows resilience • Follows rules; knows right from wrong, behaving accordingly • Confidently expresses own needs and accepts delay for needs to be met • Dresses self to suit the environment and situation • Understands what a 'balanced diet' is
	<ul style="list-style-type: none"> • Is developing resilience, trying to do something difficult which they want to achieve 	<ul style="list-style-type: none"> • Persists and perseveres to reach their intended goal • Is usually able to wait for what they want 	<ul style="list-style-type: none"> • Shows persistence, perseverance and resilience in the face of challenge • Is able to wait for what they want 	
	<ul style="list-style-type: none"> • Is aware of, and follows, rules in the new setting, and knows why rules need to be followed 	<ul style="list-style-type: none"> • Knows what is right and what is wrong and usually behaves accordingly 	<ul style="list-style-type: none"> • Is aware of behavioural expectations and sensitive to ideas of justice and fairness 	
	<ul style="list-style-type: none"> • Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs 	<ul style="list-style-type: none"> • Usually accepts having to wait for a short time for needs to be met 	<ul style="list-style-type: none"> • Expresses personal needs • Can accept having to wait a short time for needs to be met • Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important 	
	<ul style="list-style-type: none"> • Dresses self • Pays regard to the order clothes need to be put on 	<ul style="list-style-type: none"> • Has some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer 	<ul style="list-style-type: none"> • Dresses independently • Supports friends to dress if they need help e.g. in role play 	
	<ul style="list-style-type: none"> • Expresses likes and dislikes in food • Is beginning to understand that some foods are less healthy than others, but can be eaten in moderation 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands the need for variety in food • Understands that some foods are less healthy than others but can be eaten in moderation 	<ul style="list-style-type: none"> • Understands the importance of making healthy food choice in their diet 	

Baseline Checkpoint: Building Relationships

- Can play with other children as part of a game or activity, without adult support.







- Can take turns and share sometimes with adult support.
- Makes new friends in the class, and talks to adults to share news or as part of an activity.
- Can play with other children as part of a game or activity, without adult support.
- Can take turns and share sometimes with adult support.
- Makes new friends in the class, and talks to adults to share news or as part of an activity.



Building relationships	<ul style="list-style-type: none"> • Can work in a pair or three to solve a problem with some adult support • Is able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations 	<ul style="list-style-type: none"> • Can solve problems co-operatively, resolving most conflicts themselves • Has developed some appropriate ways of being assertive • Is developing skills of negotiation and compromise, with some support 	<ul style="list-style-type: none"> • Uses what they have learnt about social interactions from close adults, in play and in relationships with others • Can determine when a situation requires adult intervention 	KS1 <ul style="list-style-type: none"> • Builds a wide range of constructive and respectful relationships with others • Takes turn to support working well in a team • Respects and responds to the needs of others
	<ul style="list-style-type: none"> • Understands they may need to wait their turn and can anticipate this, including in group time 	<ul style="list-style-type: none"> • Watches the person who is speaking and knows when it is their turn to speak 	<ul style="list-style-type: none"> • Takes turns with others in conversation in a range of contexts 	
	<ul style="list-style-type: none"> • Is beginning to show sensitivity to the needs of others and adjust their response 	<ul style="list-style-type: none"> • Shows sensitivity to the needs of others and is increasingly flexible and co-operative 	<ul style="list-style-type: none"> • Shows sensitivity to the needs of others, beyond own friendship group • Has developed friendships with other children, helping them to understand different points of view and to challenge their own and others' thinking 	
	<ul style="list-style-type: none"> • Can work in a pair or three to solve a problem with some adult support • Is able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations 	<ul style="list-style-type: none"> • Can solve problems co-operatively, resolving most conflicts themselves • Has developed some appropriate ways of being assertive • Is developing skills of negotiation and compromise, with some support 	<ul style="list-style-type: none"> • Uses what they have learnt about social interactions from close adults, in play and in relationships with others • Can determine when a situation requires adult intervention 	
	<ul style="list-style-type: none"> • Understands they may need to wait their turn and can anticipate this, including in group time 	<ul style="list-style-type: none"> • Watches the person who is speaking and knows when it is their turn to speak 	<ul style="list-style-type: none"> • Takes turns with others in conversation in a range of contexts 	

Prime area: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue **happy, healthy and active** lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. **Gross motor skills** provide the foundation for developing **healthy bodies** and **social and emotional well-being**. **Fine motor control** and **precision** helps with **hand-eye co-ordination** which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the **practise of using small tools**, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills	
<ul style="list-style-type: none">Know how to use tools and implements safelyKnow the effects of exercise and an active and healthy lifestyle on their bodiesKnowledge about how games and playing games works, including rulesKnows how to negotiate space		<ul style="list-style-type: none">Ability to use large resources with proficiency, control and confidence.Good fine motor skills evidenced by the ability to use a range of small tools and implements with proficiency, control and confidence.Core strength, co-ordination, agility, positional and spatial awareness	
Characteristics of Effective Learning that are relevant			
Playing & Exploring <ul style="list-style-type: none">Realise that their actions have an effect on the world, so they want to keep repeating themReach for and accept objects. Make choices and explore different resources and materials	Active Learning <ul style="list-style-type: none">Begin to correct their mistakes themselvesKeep on trying when things are difficult	Creating and Thinking Critically <ul style="list-style-type: none">Review their progress as they try to achieve a goalCheck how well they are doingSolve real problems	
ELG: Gross Motor Skills <div></div> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and othersDemonstrate strength, balance and coordination when playingMove energetically, such as running, jumping, dancing, hopping, skipping and climbing		ELG: Fine Motor Skills <div></div> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing	

	Baseline Checkpoint: Gross Motor Skills <ul style="list-style-type: none">• Has good coordination and balance when negotiating equipment and other people.• Uses trikes and scooters.• Uses spades to dig in sand and soil.• Has good coordination and balance when negotiating equipment and other people.• Uses trikes and scooters.			KS1
Gross Motor Skills	Autumn <ul style="list-style-type: none">• Shows good coordination and balance when negotiating people and equipment.• Able to climb on climbing blocks.• Uses trikes and scooters confidently.• Uses brooms to brush and spades to dig in sand and soil.• Balances on a bench/ plank (wide enough for feet to be together)	Spring <ul style="list-style-type: none">• Demonstrates a range of ways to move appropriately, e.g. jumping, hopping, sliding.• Climb over, under and through obstacles.• Uses large construction to build.• Explores different types of movement e.g. Big and Small, High and Low, Up to and Away from• Can throw, kick, pass and catch a large ball.• Balance on and off equipment.• Jump safely from a piece of equipment.	Summer <ul style="list-style-type: none">• Negotiates spaces and obstacles safely, with consideration for themselves and others• Demonstrates strength, balance and coordination when playing• Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing	
	Baseline Checkpoint: Fine Motor Skills <ul style="list-style-type: none">• Can use scissors to make snips and cut lines, holding scissors in one hand.• Can copy some recognisable letter shapes from name.• Holds pencil in fingers rather than a whole hand grasp.• Shows a preference for a dominant hand.• Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).			
Fine Motor Skills	<ul style="list-style-type: none">• Use scissors to make snips and cut lines, holding scissors in one hand.• Copy some recognisable letter shapes from name.• Holds pencil in fingers rather than a whole hand grasp.• Shows a preference for a dominant hand.• Uses drawing equipment to draw a simple figure.• Uses smaller objects and implements in play with increasing accuracy and for the intended purpose.	<ul style="list-style-type: none">• Attempts to use a tripod grip with some consistency.• Often chooses to draw, representing recognisable objects or shapes in work.• Use scissors to cut along curved lines, holding scissors in the correct position.• Able to mould and shape clay with fingers and tools. Sits at a table to write.• Holds a pencil in a tripod grip.• Uses scissors to cut around more complex shapes.	<ul style="list-style-type: none">• Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Uses a range of small tools, including scissors, paint brushes and cutlery.• Begins to show accuracy and care when drawing.	<ul style="list-style-type: none">• Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others• They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations• Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• Participate in team games, developing simple tactics for attacking and defending• Perform dances using simple movement patterns

Specific Area: Literacy

It is crucial for children to develop a life-long **love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy **recognition of familiar printed words**. Writing involves transcription (**spelling** and **handwriting**) and **composition** (articulating ideas and structuring them in speech, before writing)

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills	
<ul style="list-style-type: none">• Knowledge of letter names and sounds• Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction• Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters)• Knowledge of writing for different purposes and audiences• Knowledge of terms for writing e.g. space, full stop, capital letter		<ul style="list-style-type: none">• Comprehension of language – spoken and written;• recognising rhyme, repetition, alliteration;• oral blending and segmenting;• fluency in reading; decoding;• fine motor skills for writing;• composition; transcription’ re-reading for meaning	
Characteristics of Effective Learning that are relevant			
Playing & Exploring <ul style="list-style-type: none">• Make independent choices• Do things independently that they have been previously taught• Respond to new experiences that you bring to their attention• Apply learning to different contexts through their play and exploration	Active Learning <ul style="list-style-type: none">• Show goal-directed behaviour• Use a range of strategies to reach a goal they have set themselves• Begin to correct their mistakes themselves• Keep on trying when things are difficult	Creating and Thinking Critically <ul style="list-style-type: none">• Review their progress as they try to achieve a goal and check how well they are doing• Know more, so feel confident about coming up with ideas• Make more links between those ideas• Concentrate on achieving something important to them• Begin to predict sequences and patterns• Use pretend play to think beyond the ‘here and now’ and to understand another perspective	
ELG: Comprehension Children at the expected level of development will: <ul style="list-style-type: none">• 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	ELG: Word Reading Children at the expected level of development will: <ul style="list-style-type: none">• 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	ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none">• 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	



Comprehension

Baseline Checkpoint: Comprehension

- Enjoys listening to stories and retell a simple story using visual clues, e.g. talking through a familiar book.
- Joins in with familiar rhymes and songs.

Autumn	Spring	Summer	KS 1
<ul style="list-style-type: none"> • Enjoys listening to stories. • Retells a simple story using pictures. • Sequences familiar stories. • Independently looks at books • Listens attentively to stories. • Talks about the main events in the story. • Answers questions about favourite stories. • Retell stories using role play or small world resources, using some story language. 	<ul style="list-style-type: none"> • Identify and talk about the characters in the books. • Retells and make up own stories using vocabulary that has been learnt. • Begin to predict what may happen in the story and suggest how a story might end. • Enjoys an increasing range of books. • Identify non-fiction texts, remembering facts. • Follows a story without pictures or props • Shares books, rhymes and songs with others, answering questions about 'when' and 'how' 	<ul style="list-style-type: none"> • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipates (where appropriate) key events in stories. • Uses and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Understands and explains the books they can already read accurately and fluently and those they listen to • Participates in discussions about what is read to them
Uses vocabulary they have met in books, in other some contexts such as role play			



Baseline Checkpoint: Word Reading and Phonological Awareness

- Can discriminate between sounds.
- Can keep a simple rhythm and match rhyming words.
- Is able to recognise own name.
- Can say the initial sound in a word.
- Can orally blend some simple cvc words.

	Autumn	Spring	Summer	KS1
Word Reading and Phonological Awareness	<ul style="list-style-type: none"> • Experiments with sounds and words • Can orally blending and segment words • Shows an awareness of rhyme, rhythm and alliteration • Blends, reads and manipulates CVC words including known phonemes / graphemes. • Has knowledge of 20 of the common consonants and vowels and blends them together in reading simple CVC words • Sounds-Write Initial Code Units 1-5 • Reads aloud from simple graded books applying their knowledge of phonics and common exception words • Re-reads books, building fluency and deepening understanding 	<ul style="list-style-type: none"> • Blends, reads and manipulates CVC words including known phonemes / graphemes. • Blends, reads and manipulates VCC and CVCC words including known phonemes / graphemes. • Blends, reads, segments and manipulate CCVC, CCVCC words including known phonemes / graphemes. • Sounds-Write Initial Code Units 6 – 9 • Applies phonic knowledge and skills as a route to decode words, and reads common exception words • Re-reads books, building fluency and deepening understanding 	<ul style="list-style-type: none"> • 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. • Sounds-Write Initial Code (all units) • Re-reads books, building fluency and deepening understanding 	<ul style="list-style-type: none"> • Applies phonics skills and knowledge to recognise an increasing number of complex words • Reads an increasing number of high and medium frequency words independently and automatically. • Applies phonic knowledge and skills as a route to decode words, and reads common exception words
	<ul style="list-style-type: none"> • Is able to talk about the job of an author and an illustrator 	<ul style="list-style-type: none"> • Can explain the difference between fiction and non-fiction books 	<ul style="list-style-type: none"> • Can find the blurb and explain what its purpose is 	

Writing



Baseline Checkpoint: Writing

- Can say the initial sound in a word.
- Uses some recognisable letter shapes when writing own name.
- Can orally segment some simple cvc words.
- Can say the initial sound in a word.
- Uses some recognisable letter shapes when writing own name.
- Can orally segment some simple cvc words.

Autumn	Spring	Summer	KS1
<ul style="list-style-type: none"> • Ascribes meaning to signs, symbols and words. • Talks about ideas they want to write about. • Writes some letters accurately. • Writes some or all of their name. • Knows phonemes are represented by graphemes. • Segments common consonants and vowels. • Says a simple sentence for writing (oral and count words). • Articulates ideas structuring them in speech, before writing, with adult support • Forms some lower- and upper-case letters correctly 	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet • Creates simple sentences / texts to communicate meaning • Articulates ideas before writing • Writes words, simple phrases and sentences using phonic knowledge and learnt common exception words. • Starting to use capital letters, full stops and spaces between words. • Forms some lower case and capital letters correctly. • Re-reads what they have written with some adult support. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spells 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. 	<ul style="list-style-type: none"> • Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check their writing makes sense

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a deep **understanding of the numbers to 10**, the **relationships** between them and the **patterns** within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including **shape, space and measures**. It is important that children develop **positive attitudes** and **interests in mathematics**, look for patterns and relationships, **spot connections**, 'have a go', talk to adults

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills	
<ul style="list-style-type: none">Knowledge of Number – counting, cardinality, compositionKnowledge of shapes and space including properties of shapes and relationships between shapesKnowledge of measureKnowledge of pattern		Includes: counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking	
Characteristics of Effective Learning that are relevant			
Playing & Exploring <ul style="list-style-type: none">Plan and think ahead about how they will explore or play with objects and resourcesMake independent choicesDo things independently that they have been previously taughtRespond to new experiences that you bring to their attentionApply learning to different contexts through their play and exploration	Active Learning <ul style="list-style-type: none">Show goal-directed behaviourUse a range of strategies to reach a goal they have set themselvesBegin to correct their mistakes themselvesKeep on trying when things are difficult	Creating and Thinking Critically <ul style="list-style-type: none">Review their progress as they try to achieve a goalCheck how well they are doingSolve real problemsKnow more, so feel confident about coming up with their own ideasMake more links between those ideasConcentrate on achieving something that’s important to themBegin to predict sequences and patterns	
ELG: Number Children at the expected level of development will: <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each numberSubitise (recognise quantities without counting) up to 5Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts		ELG: Numerical Patterns Children at the expected level of development will: <ul style="list-style-type: none">Verbally count beyond 20, recognising the pattern of the counting systemCompare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantityExplore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	

Reception: White Rose and Mastering Number

The Counting Principles

The One to One Principle: This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

The Stable Order Principle: Children understand that, when counting, the numbers have to be said in a certain order.

The Cardinal Principle: Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

The Abstraction principle: This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

The Order Irrelevance Principle: This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.

Baseline Checkpoint: Number and Numerical Patterns

- Has some understanding of numbers to 5
- Knows that the amount stays the same however objects are arranged.
- Rote counts to 10
- Subitises to 3.
- Compares amounts using the language of 'more'.

	Autumn	Spring	Summer	KS1
Match, Sort and Compare	Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts			Develop confidence and mental fluency with whole numbers, counting, place value, addition and subtraction
Number	Recites numbers to 10 in the right order It's me 1, 2, 3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more / 1 less (within 3) Composition of 1, 2 and 3	Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more within 5/ 1 less within 5 Composition within 5 Conceptual subitising to 5 Growing 6, 7, 8 Find 6, 7 and 8	To Twenty and Beyond Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How Many Now? Add more How many did I add?	

Number	1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more / 1 less (within 5) Composition of 4 and 5 Composition of 1–5	Represent 6, 7 and 8 1 more / 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more / 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Doubles to 10 (find a double) Explore even and odd	Take away How many did I take away?	
Fractions			Sharing and Grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles	Recognises, and names a half as one of two equal parts of an object shape or quantity
	Baseline Checkpoint: Shape, Space and Measures <ul style="list-style-type: none"> • Uses some everyday language to talk about and compare size and shape. • Recognises a repeated pattern and is beginning to create own patterns and arrangements. 			KS1
Pattern	Talk about pattern Explore simple patterns (see / hear) Copy and continue simple patterns Create simple patterns	Talk about pattern Identify more complex patterns (ABC and ABC) Copy and continue patterns Patterns in the environment	Visualise, Build and Map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions	Can recognise and create patterns in the number system with objects and with shapes
Shape	Circles and triangles	Explore 3-D shape Recognise and name 3-D shapes	Manipulate, Compose and Decompose Select shapes for a purpose	Can recognise a range of 3D and

	Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides	Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment	Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes	2D shapes and talk about their properties
Space	Describe position Is beginning to use positional vocabulary: 'over' 'above' 'beneath' 'beside' 'next to' Engages with 3D and 2D map-making in familiar environments, sequencing landmarks and designing small worlds			Can describe position, direction and movement
Measure	Talk about measure Can order two items by length and weight using non-standard measures, Compare size longer, shorter, taller, Compare mass heavier, lighter Compare capacity – holds more / less/ same Time: My day and night	Mass and capacity Compare mass Find a balance Explore capacity Compare capacity Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time		Can describe and solve practical problems involving length, height, weight, capacity and time
			Make Connections Deepen understanding Patterns and relationships	Develop Fluency, reasoning mathematically and problem solving

Understanding the World

Understanding the world involves guiding children to make sense of their **physical world** and their **community**. The frequency and range of children's personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension.

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills	
<ul style="list-style-type: none">• Know about and make sense of the physical world• Know about and make sense of their community• Know a range of subject specific vocabulary (naming and descriptive)• Know about technology and how to access it and use it for a purpose• Know how things work and what they do• Know about the passing of time• Understand how to construct and deconstruct		Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore	
Characteristics of Effective Learning that are relevant			
Playing & Exploring		Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them• Make choices and explore different resources and materials• Plan ahead about how they will explore or play• Make independent choices• Bring their own interests and fascinations into early years settings.• Respond to new experiences that you bring to their attention		<ul style="list-style-type: none">• Participate in routines.• Begin to predict sequences• Show goal-directed behaviour• Use a range of strategies to reach a goal they have set themselves• Begin to correct their mistakes themselves• Keep on trying when things are difficult	<ul style="list-style-type: none">• Sort materials• Review their progress as they try to achieve a goal• Solve real problems• Use pretend play to think beyond the ‘here and now’• Know more, so feel confident about coming up with their own ideas• Make more links between those ideas
ELG: Past and Present <ul style="list-style-type: none">• Talk about the lives of 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		ELG: People, Cultures and Communities <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class• Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps	ELG: The Natural World <ul style="list-style-type: none">• 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



Baseline Checkpoint: Past and Present

Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.

Past and Present

Autumn

Talk about sequences relevant to them.

Sequence stories.

Knows the days of the week and their order

Sequence family members, explaining who they are. Explain the key differences in what family members of different ages can and can't do.

Describe some family memories.

Notice and celebrate things they can do now that they could not do when they started school.

Spring

Knows the order of the seasons

Knows 'then' and 'now' as a concept

Uses ordering language e.g. first, next, after that.

Compares personal experiences with what they can find out about the past.

Can identify similarities and differences in jobs

Understands wider roles in society e.g. student, volunteer, parent, retired

Can identify the role of the emergency services in society and know how to call for help

Can talk about their aspirations for their own role in society.

Summer

Talks about the lives of the people around them/ their roles in society.

Knows similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understands the past through settings, characters and events encountered in books read in class and storytelling.

KS1

Knows that time passes in sequential order

Has an awareness of common words and phrases relating to the passing of time

Understands differences between the past and the present



People, Cultures & Communities

Baseline Checkpoint: People, Cultures & Communities

Talks about the world around and the people are places that are familiar.

Autumn	Spring	Summer	KS1
<p>Talk about the world around and the people and places that are familiar.</p> <p>Identifies some features on a map</p>		<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Interprets a range of geographical information, including maps</p>
<p>Know some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Know that other children do not always enjoy the same things and be sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		<p>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.</p>	<p>Compares the UK with contrasting countries</p>
<p>Shows positive attitudes about differences between people.</p> <p>Discover what might happen on some special days e.g. Christmas, Eid.</p> <p>Join in with celebrations and recalls what happened last time on that day.</p>	<p>Name some places of worship.</p> <p>Know why religious venues are special and who goes there.</p> <p>Articulate what others celebrate and understand that some special days repeat annually.</p>	<p>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.</p>	<p>Describes the main beliefs of a religion</p> <p>Describes the main festivals of a religion and its place of worship</p>



The Natural World

Baseline Checkpoint: The Natural World

Explores the natural world and talk about out the things that are noticed.
Recognises change and can describe what is happening.

<p>Explore the natural world around them.</p> <p>Through stories begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries</p> <p>Identifies some features on a map</p> <p>Name different settings in familiar stories (e.g. hill / forest / town/ farm/ pond etc</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Develop an understanding of the effect their behaviour can have on the environment.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>	<p>Explores the world around them and raises own questions</p>
	<p>Know what plants and animals need to survive.</p> <p>Talk about a range of different life cycles.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>		
	<p>Observes some features in the natural world in a contrasting environment from where they live and draw what is seen</p> <p>Knows that organic things decay over time e.g. compost.</p> <p>Understand some of the effects their behaviour can have on the environment.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Identifies differences, similarities or changes related to simple scientific ideas and processes</p>

Arts & Design


The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage** with the arts, enabling them to **explore and play with a wide range of media and materials**.

The quality and variety of what children see, hear and participate in is crucial for **developing** their **understanding, self-expression, vocabulary and ability to communicate through the arts**.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

(EYFS Statutory Educational Programme 2024)

Knowledge		Skills
<ul style="list-style-type: none"> Artistic awareness and cultural awareness Vocabulary for resources, colours, materials, tools 	<ul style="list-style-type: none"> Techniques for painting, drawing, sculpting and building Names of instruments Rhythmic patterns 	Imagine Create Explore Observe Play Participate Express Communicate Interpret Appreciate Engage, Motor control - fine and gross, vestibular competence, Also – Co-operate Experiment Share Explain Sing Move
Characteristics of Effective Learning that are relevant		
Playing & Exploring <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them Reach for and accept objects. Make choices and explore different resources and materials Plan and think ahead about how they will explore or play with objects Make independent choices Do things independently that they have been previously taught Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that you bring to their attention 	Active Learning <ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves Begin to correct their mistakes themselves Keep on trying when things are difficult 	Creating and Thinking Critically <ul style="list-style-type: none"> Take part in simple pretend play Sort materials Review their progress as they try to achieve a goal Check how well they are doing Solve real problems Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas Concentrate on achieving something that's important to them They are increasingly able to control their attention and ignore distractions
ELG: Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> 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 		ELG: Being Imaginative and Expressive Children at the expected level of development will: <ul style="list-style-type: none"> Invent, adapt, and recount narratives and stories with peers and their teachers 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

 <p>Creating with Materials</p>	Baseline Checkpoint: Creating with Materials <p>Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut with scissors to make lines or snips Uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.</p>			
	Autumn	Spring	Summer	KS 1
	<p>Drawing: Mark Making and Printing Use a range of different techniques and variety of materials, e.g. paint, collage.</p> <p>Cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Use drawing materials to create pictures with a range of lines and shapes.</p> <p>Craft and Design: Let's get Crafty Independent choices about the resources Talk about creations.</p> <p>Use different textures in creations and combine media.</p> <p>Cut along curved lines with scissors</p> <p>Use moulding tools with malleable materials.</p> <p>Use shapes and colours in observational drawings.</p>	<p>Painting and Mixed Media: Paint My World</p> <p>Use different techniques and materials to achieve the desired effect and talk about what has been created.</p> <p>Mix colours to produce different shades and combine materials to create different textures.</p> <p>Begin to plan a design before starting.</p> <p>Use a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Colour matches, altering tint and shade</p> <p>Uses a variety of brushes and tools to create different effects</p> <p>Prints with a range of resources</p> <p>Changes tempo and dynamics</p>



Being Imaginative

Baseline Checkpoint: Being Imaginative

Experiments with a range of percussion instruments.

Joins in with singing in a familiar group.

Accesses role play and small world resources, sometimes playing with others to develop storylines.

Autumn	Spring	Summer	KS 1
<p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a familiar group.</p> <p>Accesses role play and small world resources.</p> <p>Play alongside others to develop storylines in role play or small world.</p> <p>Works with others to enhance small world play with a range of props used flexibly and with imagination</p> <p>Sings and performs familiar songs.</p> <p>Moves in response to music.</p>	<p>Plays a range of percussion instruments and glockenspiel.</p> <p>Uses instruments to compose own music.</p> <p>Collects resources to develop own role play storylines.</p> <p>Works with others to engage in and develop creative role play and small world play, which sometimes develops over time</p> <p>Sings calls and responds to songs, echoing phrases sung to them</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and so ng</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Recognises instruments in music</p> <p>Composes own simple tunes</p> <p>Creates sound effects</p> <p>Expresses opinion</p> <p>Sings in tune and to the correct beat</p> <p>Puts a sequence of actions together</p> <p>Takes part in a simple role play of a known story</p>