

Grange Lane Infant Academy

EYFS Progression of Skills Flight Path



Listening, Attention and Understanding.	<p>Listen to a two-word instruction and follow the action.</p> <p>Listens to simple stories.</p>	<p>Stops on command and follows a simple instruction.</p> <p>Listens to simple stories and makes comments about the pictures.</p>	<p>Listen to simple stories answer a who, what and where question.</p>	<p>To follow simple three-word instructions. (Au1)</p> <p>To sing rhymes and look at picture books. (Au1)</p> <p>To listen to short stories and makes comments about them. (Au2)</p> <p>To listen to, and follow simple instructions. (Au2)</p>	<p>To follow an instruction with two parts. (Sp1)</p> <p>To listen to short stories and retell simple phrases.</p> <p>To listen to traditional stories and retain key vocabulary. (Sp2)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp2)</p>	<p>To answers simple why questions using visual aids. (Su1)</p> <p>To listen to stories and retain key vocabulary. (Su1)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su1)</p> <p>To answers simple why questions using visual aids. (Su1)</p>	<p>To sit appropriately and listen to the person talking. (Au1)</p> <p>To engage in story times. (Au1)</p> <p>To listen to peers and adults in their play and respond appropriately. (Au1)</p> <p>To know to sit on their bottom with legs crossed and hands on knees. To know to look at the person who is talking. (Au1)</p>	<p>To listen and respond to peers and adults in their talk partners. (Sp1)</p> <p>To know how to engage in a two-way conversation. (Sp1)</p> <p>To demonstrate an understanding by responding with comments. (Sp2)</p> <p>Be able to comment on what others are talking to them about eg the chicks hatching and what they see on the farm visit explaining what they understand.</p>	<p>To listen and respond to peers and adults in whole-class situations. (Su1)</p> <p>To know to use their developed listening skills in whole class situations to listen to key texts 'Rumble in the Jungle' and The Atlas and comment on these. (Su1)</p> <p>To demonstrate an understanding by responding with questions. (Su2)</p> <p>To listen and respond to</p>
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						<p>To listen to stories and retain key vocabulary. (Su1)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su1)</p> <p>To listens to longer stories and can retell some of it. (Su2)</p> <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2)</p>	<p>To know that story time is a time to listen to a book read by an adult. (Au1)</p> <p>To listen and respond to the person talking. (Au2)</p> <p>To respond to fiction and non-fiction books. (Au2)</p> <p>To know to be quiet when someone else is talking. (Au2)</p> <p>To know to look with their eyes and body at the person talking. (Au2)</p> <p>To talk about the book 'Cake' and 'Celebration Food.' (Au2)</p>	(Sp2)	<p>adults in whole-school situations. (Su2)</p> <p>To know how to ask questions about Sea Creatures after reading key texts – Commotion in The Ocean (Su2)</p> <p>To know to use their listening skills in celebration to listen to the speaker and their peers. (Su2)</p>	
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<p>Speaking</p>	<p>Communicate basic needs using two-word sentences.</p> <p>Uses talk in their pretend play.</p>	<p>Uses simple sentences containing three words</p> <p>Start to develop conversation, often jumping from topic to topic.</p>	<p>Expresses wants using two to three words.</p> <p>Start to say how they are feeling, using words as well as actions.</p>	<p>To use language to choose and plan play/activities with visual support using the phrase 'I would like to.' (Au1)</p> <p>To be able to sing some nursery rhymes. (Au1)</p> <p>To talk about the different characters and what they are doing. (Au1)</p> <p>To talk about themselves and their families. (Au1)</p> <p>To develop communication that can be understood by others. (Au1)</p>	<p>To begin to use a wide range of vocabulary in the correct context. (Sp1)</p> <p>To talk in short sentences that others can understand. (Sp1)</p> <p>To be able to talk about books they have read. (Sp1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Sp2)</p> <p>To be able to take turns in conversation. (Sp2)</p> <p>To be able to use talk to organise themselves and their play. (Sp2)</p>	<p>To be able to use more complex sentence structure and link thoughts, ideas and events with 'and,' 'because' and 'so.' (Su1)</p> <p>To be able to remember and sing 5 nursery rhymes. (Su1)</p> <p>To be able to make up longer stories in their play. (Su1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Su1)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Su1)</p>	<p>To talk about themselves to others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To talk about their favourite book. (Au1)</p> <p>To make comments about their observations and experiences. (Au2)</p> <p>To talk about similarities and differences between different festivals. (Au2)</p> <p>To be able to generate five words for a simple semantic link e.g. things to eat. For example, play give me five. (Au2)</p>	<p>To begin to talk about why things happen using new vocabulary learnt. (Sp1)</p> <p>To use full sentences to talk about past and present experiences. (Sp1)</p> <p>To describe familiar texts using full sentences. (Sp2)</p> <p>To use full sentences to talk about past, present and future experiences. (Sp2)</p> <p>To ask why things happen and begin to offer explanations. (Sp2)</p>	<p>To compare two contrasting countries using full sentences. (Su1)</p> <p>To be able to give facts about a specified subject. (Su2)</p> <p>To be able to express ideas in larger group. (Su2)</p>	
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				<p>To initiates conversations with others. (Au2)</p> <p>To talk about celebrations at home. (Au2)</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas etc and to talk about them. (Au2)</p> <p>To be able to use a wider range of vocabulary. (Au2)</p>	<p>To be able to ask a variety of questions e.g. 'What?' 'Where?' and 'Who?' (Sp2)</p>	<p>To be able to recount simple, past events in the right order. (Su2)</p> <p>To be able to use longer sentences with 4 to 6 words. (Su2)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su2)</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence. (Su2)</p>				
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Self-Regulation	<p>Uses a comfort object when feel sad.</p> <p>Expresses a range of motions with a key person.</p>	<p>Can carry out two or three self-care activities independently, such as get their own coat.</p>	<p>Seeks out a familiar adult when upset.</p> <p>Talks about their emotions in more</p>	<p>To separate from main carer and learn to adapt to the Nursery environment. (Au1)</p>	<p>To be able to say or expresses when they feel happy or sad. (Sp1)</p>	<p>To be able to expresses how a character in a familiar story is feeling. (Su1)</p>	<p>To begin to understand different feelings. (Au1)</p> <p>To understand the rule and</p>	<p>To begin to understand feelings of others (Sp1)</p> <p>To begin to wait for their turn</p>	<p>To use given strategies to regulate behaviour (Su1)</p> <p>To begin to wait for their turn</p>	
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			elaborated ways.	<p>To select and use activities and resources, with some support if needed. (Au1)</p> <p>To be able to identify the simple emotions of characters in a story. (Au2)</p> <p>(Au2)</p> <p>To learn about daily routines and classroom rules. (Au2)</p>	<p>To learn to look after resources within the class. (Sp1)</p> <p>To show independence in accessing and exploring the environment. (Sp2)</p>	<p>To show an awareness of how others may be feeling. (Su1)</p> <p>To be able to talk about how others might be feeling. (Su2)</p>	<p>routines of their new class. (Au1)</p> <p>To begin to wait for their turn when playing with a peer (Au1)</p> <p>To listen to and follow a simple instruction. (Au1)</p> <p>To listen adults in their play. (Au1)</p> <p>To understand different feelings (Au2)</p> <p>To wait for their turn and begin to control immediate impulses when playing with a peer (Au2)</p> <p>To listen and respond to adults when playing (Au2)</p> <p>To listen to and follow a 2 part instruction (Au2)</p>	<p>when playing in a small group (Sp1)</p> <p>To begin to calm themselves if upset – breathing techniques in and out on fingers. (Sp1)</p> <p>To understand the feeling of others (Sp2)</p> <p>To wait for their turn and begin to control immediate impulses when playing in a group. (Sp2)</p>	<p>when in a whole class situation (Su1)</p> <p>To be able to solve a conflict with a friend, e.g. by sitting on the solutions mat and talking about what has happened. (Su1)</p> <p>To understand that people need help. (Su2)</p> <p>To wait for their turn and begin to control immediate impulses when in a whole class situation. (Su2)</p>	
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								To begin to recognise when their peers are upset and help them, eg get a teddy for them. (Au2)		
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Managing Self	<p>Waits for their turn during the hello song.</p> <p>Can transition from parent/ carer to Nursery</p>	<p>Expresses likes and dislikes</p> <p>Is willing to explore new places with key person.</p>	<p>Notices similarities and differences between themselves and others.</p>	<p>To wash hands after using the toilet. (Au1)</p> <p>To be able to keep some areas of the classroom tidy, for example put water bottle away. (Au2)</p> <p>To be aware of behavioural expectations in the Nursery. (Au2)</p> <p>To show an awareness of the importance of oral health. (Au2)</p>	<p>To understand yours and mine. (Sp1)</p> <p>To be confidence in new social situations. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p> <p>To independently put on coats and use the Toilet. (Sp2)</p> <p>To learn to look after resources within the class. (Sp2)</p> <p>To show more confidence in new social situations. (Su1)</p>	<p>To be able to understand and follows simple rules with support when needed. (Su1)</p> <p>To be able to understands and follows simple rules independently. (Su2)</p>	<p>To be confident to choose an activity with adult support if needed. (Au1)</p> <p>To understand and follow the golden rules (Au1)</p> <p>To independently use the toilet and wash hands (Au1)</p> <p>To understand how to look</p>	<p>To adapt to new changes in the routine. (Sp1)</p> <p>To understand the consequences of not making the right choices. (Sp1)</p> <p>To take socks and shoes off for PE (Sp1)</p> <p>To undress and dress for PE. (Sp2)</p> <p>To understand the importance</p>	<p>To try new foods To understand there are healthy and unhealthy foods (Su1)</p> <p>To confidently take part in new activities. (Su2)</p> <p>To show confidence helping younger children who are new in the classroom. (Su2)</p>
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							<p>after my teeth.</p> <p>(Au1)</p> <p>To be confident to choose an activity independently</p> <p>(Au2)</p> <p>To understand how to make the right choice according to the golden rules.</p> <p>(Au2)</p> <p>To be able to zip their coat up</p> <p>(Au2)</p>	<p>of keeping my body active</p> <p>(Sp2)</p>		
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<p>Building Relationships</p>	<p>Plays alongside others.</p>	<p>Is able to calm themselves by seeking out their key person.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</p>	<p>Develops a friendship with another child.</p> <p>Makes a choice using visual/ concrete prompts (eg which rhyme to sing)</p>	<p>To be able to seek out other children to play with and starts to initiate play. (Au1)</p> <p>To take an interest in what other children are doing. (Au2)</p>	<p>To play with one or more child (Sp1)</p> <p>To take turns whilst playing and waiting patiently to have a go. (Sp1)</p> <p>To learn how to share resources and play in a group. (Sp1)</p> <p>To become more outgoing with unfamiliar people within the setting</p>	<p>To suggests ideas in play. (Su1)</p> <p>To find solutions to conflicts and rivalries. (Su1)</p> <p>To be able to initiate play with peers and keep play going by giving ideas. (Su1)</p> <p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To begin to find solutions to conflicts.</p>	<p>To build bonds with peers and year group adults (Au1)</p> <p>To understand everyone has similarities and differences (Au1)</p> <p>To be able to play with a peer taking turns (Au2)</p> <p>To demonstrate friendly Behaviour towards peers and adults in class. (Au2)</p> <p>To be able to cooperate with others. (Au2)</p>	<p>To be able to play in a small group taking turns. (Sp1)</p> <p>To describe characteristics of a good friend (Sp1)</p> <p>To be tolerant of people's difference. (Sp1)</p> <p>To understand how to be a good friend. (Sp2)</p>	<p>To demonstrate being a good friend. (Su1)</p> <p>To understand what it means to be kind. (Su1)</p> <p>To be able to work in a large group taking turns (Su2)</p> <p>To be sensitive to the needs of others. (Su2)</p>	
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						(Su1) To gain enough confidence to talk to adults and peers. (Su2) To begin to be assertive towards others where necessary. (Su2)				
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<p>Comprehension.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> <p>Develop play around favourite stories using props.</p>	<p>Lifts meaning from a stationary picture and work out activity e.g. "What is he doing?" or "What is happening?" (Au1)</p> <p>To sing rhymes and look at picture books. (Au1)</p> <p>To talk about the different characters and what they are doing. (Au1)</p> <p>To talk about celebrations at home. (Au2)</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, etc and to talk about them. (Au2)</p>	<p>Learns new vocabulary linked to stories. (Sp1)</p> <p>To begin to use a wide range of vocabulary in the correct context. (Sp1)</p> <p>To listen to traditional stories and retain key vocabulary. (Sp2)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Sp2)</p>	<p>Makes comments about the stories they have listened to. (Su1)</p> <p>To listen to traditional stories and retain key vocabulary. (Su1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Su1)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Su1)</p> <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2)</p> <p>To be able to answer questions and</p>	<p>Listens to familiar stories and non-fiction books making simple comments about them. (Au1)</p> <p>To be able to recall some facts from non-fiction texts. (Au1)</p> <p>To re-tell a story in order. (Au1)</p> <p>To identify book features; author, illustrator, title, contents page, blurb, page numbers. (Au1)</p> <p>To re-tell a story in order, in their own words. (Au2)</p> <p>To predict key events in stories. (Au2)</p>	<p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p> <p>To discuss the character's actions, feeling and motives in familiar stories. (Sp1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Sp1)</p> <p>To re-tell a story in order, using key vocabulary from the book. (Sp2)</p>	<p>Listens to poems and rhymes and talks about their meaning. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>To discuss the book in greater depth. (Su2)</p>	
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						<p>share opinions using the relevant vocabulary. (Su2)</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence. (Su2)</p>				
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Word Reading	Responds to the picture in a book.	Responds to the words in a book.	Notices some print, such as the first letter of my name, a bus or	Recognises my name on my peg. (Au1)	To identify the back cover and	To identify the features of a book e.g. front	To identify taught sounds on a sound mat.	Identifying taught sounds, including taught	Recognise taught tricky words in a text. (Su1)	
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			door number, or a familiar logo.	<p>Understands that print has meaning. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p> <p>To identify the front cover of a book. (Au2)</p> <p>To understand that print can have different purposes, for example a bus needs to stop at the stop sign. (Au2)</p>	<p>the blurb of a book. (Sp1)</p> <p>To identify the back cover and the blurb of a book. (Sp1)</p> <p>To spot and suggest rhymes. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To explain what an author does. (Sp2)</p> <p>To count or clap syllables in a word. (Sp2)</p> <p>To begin to explore initial sounds in familiar words. (Sp2)</p>	<p>cover, title, blurb. (Su1)</p> <p>To identify the features of a book e.g. front cover, title, blurb. (Su1)</p> <p>To identify the spine on a book. (Su1)</p> <p>To know we read English text from left to right and from top to bottom. (Su1)</p> <p>To identify the pictures linked to RWI sound. (Sp2)</p> <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To explain what an illustrator does. (Su2)</p> <p>To recognise words with the</p>	<p>(Au1)</p> <p>To discuss stories using pictures. (Au1)</p> <p>(According to RWI Group A/B)</p> <p>To identify initial sounds and blend familiar CVC words. (Au2)</p> <p>To be able to read all Set 1 sounds. (Au2)</p> <p>To blend sounds into words orally (Au2)</p> <p>(According to RWI Group B/C)</p>	<p>digraphs on a sound mat. (Sp1)</p> <p>Recognise some taught tricky words in a text. (Sp1)</p> <p>To be able to read short ditties using the sounds they know. (Sp2)</p> <p>(According to RWI Ditties / Red)</p>	<p>To read simple sentences in books that are consistent with their phonic knowledge. (Su2)</p> <p>Is able to read Green or Purple Storybooks (Su2)</p> <p>(According to RWI Green / Purple)</p>	
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						same initial sound, such as money and mother. (Su2) Children are able to identify initial sounds and blend familiar CVC words. (Su2)				
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Writing	Develops a range of mark-making movements.	Makes marks on paper.	Ascribes meaning to marks	. Draws a simple face. (Au1)	Draws symbols to represent my name (Sp1)	Writes the first letter of my name. (Su1)	Listening to and hearing initial sounds in familiar words. (Au1)	To hold a phrase and to write a short, simple phrase. (Sp1)	To hold a sentence and write a short, simple sentence. (Su1)	
		Enjoys drawing freely.	Adds marks to drawings to add meaning.	To be able to mark make and identify their marks. (Au1)	Uses marks to represent meaning on their drawings. (Sp2)	To begin to attempt writing familiar letters, e.g letters in their name. (Su1)	To identify sounds on a sound mat. (Au1)	Listening to and hearing sounds in CVC and CVCC words. (Sp1)	Listening to and hearing sounds in CVC and CVCC words. (Su1)	
				Adds marks on their drawings to stand for their name. (Au2)	To be able to mark make and give meaning to their marks. (Sp2)	Pretends to write for a purpose. (Su2)	To be able to write some letters accurately. (Au1)	To hold a sentence and write a short, simple sentence. (Sp2)		
						To mark make for a purpose and be able to talk about the marks. (Su2)	To write first name. (Au1)		Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)	
						To begin to form some letters correctly, e.g. letters in their name. (Su2)	Listening to and hearing sounds in CVC words. (Au2)	Listening to and hearing sounds in CVC and CVCC words. (Sp2)	Checking written work and making any changes where necessary. (Su1)	
							To identify sounds on a sound mat and to use this when writing. (Au2)	Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)		
							To spell CVC words they already know		Spells words by identifying sounds in them and representing the sounds	

							using Fred fingers. (Au2)		with a letter or letters (Su1) To write simple phrases/ sentences using the sounds they know, that can be read by other people. (Su2) Forms most letters correctly. (Su2)	
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Gross Motor Skills. Ball Skills	Rolls a large ball Start to lift feet off the floor as they jump with two feet. Rides a three wheeled ride on bike.	Kicks a large ball Walks up steps.	Throws a large ball Peddles a three-wheeled bike. Hops on one leg. Pulls themselves up onto climbing equipment.	I am beginning to demonstrate balance. (Au1) I am beginning to negotiate space safely. (Au1) I am beginning to take turns with others. I can explore movement skills.	I am beginning to negotiate space safely. (Sp1) I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.	I am beginning to explore a range of ball skills. (Su1) I am beginning to negotiate space safely. (Su1) I am beginning to take turns with others.	I can make independent choices. (Au1) I can negotiate space safely with consideration for myself and others. (Au1)	I am confident to try new challenges and perform in front of others. (Sp1) I can combine movements, selecting actions in response to the task. (Sp1)	I can negotiate space safely with consideration for myself and others. (Su1) I follow instructions involving several ideas or actions. (Su1)	
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				<p>(Au1)</p> <p>I can make guided choices. I follow instructions with support. (Au1)</p> <p>I am beginning to negotiate space safely. (Au2)</p> <p>I am beginning to take turns with others. (Au2)</p> <p>I am building my confidence to try new challenges. (Au2)</p> <p>I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. (Au2)</p> <p>I follow instructions with support. (Au2)</p> <p>I play games honestly guided by rules with support. (Au2)</p>	<p>(Sp1)</p> <p>I am building my confidence to try new challenges and perform in front of others. (Sp1)</p> <p>I can explore movement skills. (Sp1)</p> <p>I follow instructions with support. (Sp1)</p> <p>I show respect towards others. (Sp1)</p> <p>I am beginning to negotiate space safely. (Sp2)</p> <p>I am beginning to take turns. I am building my confidence to try new challenges. (Sp2)</p> <p>I can explore movement skills. (Sp2)</p> <p>I can match skills to tasks and apparatus.</p>	<p>I can make guided choices. (Su1)</p> <p>I persevere with support when trying new challenges. (Su1)</p> <p>I play ball games guided by the rules with support. (Su1)</p> <p>I am beginning to explore a range of ball skills. (Su2)</p> <p>I am beginning to negotiate space safely. (Su2)</p> <p>I am beginning to take turns with others. (Su2)</p> <p>I am beginning to understand how I feel in different situations. (Su2)</p> <p>I can explore movement skills. (Su2)</p>	<p>I follow instructions involving several ideas or actions. (Au1)</p> <p>I play co-operatively and take turns with others. (Au1)</p> <p>I understand the rules and can explain why it is important to follow them. (Au1)</p> <p>I use movement skills with developing balance and co-ordination (Au1)</p> <p>I am confident to try new challenges, deciding on the skills I use to complete the task. (Au2)</p>	<p>I can negotiate space safely with consideration for myself and others. (Sp1)</p> <p>I follow instructions involving several ideas or actions. (Sp1)</p> <p>I show respect towards others when providing feedback. (Sp1)</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. (Sp1)</p> <p>I am confident to try new challenges. (Sp2)</p> <p>I can combine movements, selecting actions in response to the task and apparatus. (Sp2)</p>	<p>I persevere when trying new challenges. (Su1)</p> <p>I play ball games with consideration of the rules. (Su1)</p> <p>I play co-operatively and take turns with others. (Su1)</p> <p>I use ball skills with developing competence and accuracy. (Su1)</p> <p>I can negotiate space safely with consideration for myself and others. (Su2)</p> <p>I follow instructions involving several ideas or actions. (Su2)</p> <p>I play co-operatively, take turns and encourage others. (Su2)</p> <p>I play games honestly with</p>
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					<p>(Sp2)</p> <p>I can use a range of large and small apparatus with an awareness of safety.</p> <p>(Sp2)</p> <p>I follow instructions with support.</p> <p>(Su2)</p>	<p>I follow instructions with support.</p> <p>(Su2)</p> <p>I play games honestly guided by the rules with support.</p> <p>(Su2)</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>(Au2)</p> <p>I follow instructions involving several ideas or actions.</p> <p>(Au2)</p> <p>I play co-operatively, take turns and congratulate others.</p> <p>(Au2)</p> <p>I play games honestly with consideration of the rules.</p> <p>(Au2)</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p>(Au2)</p>	<p>I can confidently and safely use a range of large and small apparatus.</p> <p>(Sp2)</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>(Sp2)</p> <p>I follow instructions involving several ideas or actions.</p> <p>(Sp2)</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>(Sp2)</p> <p>I work co-operatively with others and take turns.</p> <p>(Sp2)</p>	<p>consideration of the rules.</p> <p>(Su2)</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p>(Su2)</p> <p>I use ball skills with developing competence and accuracy.</p> <p>(Su2)</p> <p>I use movement skills with developing balance and co-ordination.</p> <p>(Su2)</p>	
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							I use movement skills with developing balance and co-ordination. (Au2)			
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Fine Motor Skills	Picks up small items such as raisins or threads.	Participates in finger rhyme actions. Make vertical, horizontal and circular marks.	Holds a pencil using whole hand grip. Threads chunky beads.	To make snips in paper using squeeze scissors. (Au1) To be able to complete a sorting task using tweezers. (Au1) To begin to show a preference for a dominant hand.	To makes snips in paper using scissors. (Sp1) To completes simple jigsaws that contain 6 to 10 pieces. (Sp1) To mark make in sensory trays and also copy different patterns. (Sp1) To mark make using a comfortable grip when using pencils and pens. (Sp1) To hold the pencil correctly	To begin to button and unbutton. (Su1) To be able to cut on a line continuously. (Su1) To hold the pencil confidently, using the tripod grip. (Su1) To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1)	To use a dominant hand. (Au1) To begin to use anticlockwise movement and retrace vertical lines (Au1) To form some recognisable letters. (Au1) To use a knife and a fork to eat, with support if needed. (Au1) To be able how to hold a pair of scissors correctly	To hold a pencil using the tripod grip (Sp1) To be able to follow straight and curved lines when cutting (Sp1) To use a knife and a fork to eat independently. (Sp1) To effectively use a knife and fork (Sp2) To be able to cut round shapes (Sp2)	To be able to use scissors effectively (Su1) To thread a needle. (Su1) To effectively use a knife and fork (Su2) To form most letters correctly. (Su2) To show accuracy and care when drawing. (Su2) To trace with detail.	
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				<p>(Au1)</p> <p>To manipulate dough to make balls and snakes.</p> <p>(Au1)</p> <p>To use mark making resources with increasing independence.</p> <p>(Au2)</p>	<p>using a tripod grip. (Sp2)</p> <p>To look at books independently whilst turning pages one at a time. (Sp2)</p>	<p>To begin to form numbers and familiar letters, e.g. letters in their name. (Su2)</p> <p>To independently write their name. (Su2)</p> <p>To confidently use scissors and other tools safely. (Su2)</p>	<p>(Au1)</p> <p>To begin to hold a pencil using the tripod grip (Au1)</p> <p>To begin to form recognisable. (Au2)</p> <p>letters which are formed mostly correctly. (Au2)</p> <p>To be able to follow straight lines accurately when cutting. (Au2)</p> <p>To copy triangles, squares and other geometric shapes when drawing with a pencil. (Au2)</p>	<p>To cut carefully around simple shapes using scissors. (Sp2)</p> <p>Completes jigsaws with twenty pieces or more. (Sp2)</p>	<p>(Su2)</p> <p>To thread a needle and make simple stitches. (Su2)</p>	
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Independence and self-care	<p>Understands what a toilet is for. Rubs hands together when washing with adult support. Willing to try foods with</p>	<p>Communicates bowl and bladder movements.</p>	<p>Pulls up the zip on their coat. Starts to dress independently putting on a hat and shoes.</p>	<p>To be able to puts coat on with support (Au1)</p> <p>To take care of toileting needs with</p>	<p>To hold jugs and containers confidently and pour from one container into another. (Sp1)</p>	<p>To take jumper on and off independently. (Su2)</p> <p>To us toilet independently, including washing hands.</p>	<p>Uses a knife and fork to cut independently (Au1)</p>	<p>Takes off clothes for PE independently, may need help dressing. (Sp2)</p>	<p>Undresses and dressed for PE independently, may need help with buttons. (Su2)</p>	
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	different tastes and textures. Drink from a cup.			<p>adult support if needed. (Au1)</p> <p>To be able to use a fork independently to eat (Au2)</p> <p>To independently put on their coats, with some support for the zipper and buttons. (Au2)</p>	<p>To show an awareness of healthy food choices and impact on our body. (Sp1)</p> <p>To put on own shoes independently. (Su2)</p>	<p>(Su2)</p> <p>To begin to use a knife for cutting with adult support. (Su2)</p>	<p>Puts on all-in-one suit independently. (Au2)</p>			
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Maths – Number	I know a number rhyme to 5	I can use my fingers in a counting rhyme	I can compare amounts using vocabulary lots, more and same.	<p>Recites numbers past 5. (Au2)</p> <p>Can subitise to 2. (Au2)</p>	<p>I can recognise a set of one, two and three. (Sp1)</p> <p>Can subitise to 3. (Sp1)</p> <p>Can touch count to 5. (Sp1)</p>	<p>I can do a pictorial representation of a number (Su1)</p> <p>Compare quantities using language:</p>	<p>I can count objects/ actions and sounds knowing the cardinal number. (N)</p> <p>Link the number symbol (numeral) with its cardinal number (N)</p>	<p>I can subitise to 5. (N)</p> <p>Counts beyond 10. (N)</p> <p>Understands the 'one more than/less than' relationship between</p>	<p>I can compare numbers. (N)</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including</p>	
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				<p>To show an understanding of 1:1 counting to 5. (Au2)</p> <p>Show finger numbers up to 5. (Au2)</p> <p>To count out a group of up to 5 objects. (Au2)</p> <p>Knowing that the last number you count represents the total number of objects (Au2)</p>	<p>Link numerals and amounts up to 5. (Sp2)</p>	<p>‘more than’, ‘fewer than’. (Su1)</p> <p>Practical problem solving with numbers up to 5. (Su1)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p> <p>To explore the composition of numbers to 5. (Su2)</p> <p>To develop fast recognition of numbers. (Su2)</p> <p>To show an awareness of</p>		<p>consecutive numbers. (N)</p> <p>Explores the composition of numbers to 10. (N)</p>	<p>subtraction facts) and some number bonds to 10, including double facts. (N)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than (N)</p>	
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						how numerals are formed and to experiment with own mathematical mark making. (Su2)				
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Maths – Numerical Patterns	Combine objects like stacking blocks and cups.	Complete inset puzzles	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notices patterns and arrange things in patterns.	To be able to match and sort colours. (Au1) To be able to make comparisons between objects relating to size. (Au1) To be able to extend and create an ABAB pattern. (Au2)	To make comparisons between objects relating to height and length. (Sp1) To make comparisons between objects relating to weight. (Sp1) To make comparisons between objects relating to capacity	To select shapes for a task talking about their properties (Su1) To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (Su1)	Can identify squares and rectangles from a variety of shapes they have already learnt. (NP) Recognise when objects match and explain why (NP) Can explain why some objects are the same/different and can sort them in more	Can visually see heavier and lighter on a balance scale and complete their own balance scales to show heavier and lighter. (NP) Can recognise and show/create full, empty, nearly full and nearly empty. (NP)	Continue, copy, and create repeating patterns (NP) Selects, rotates, and manipulates shapes in order to develop spatial reasoning skills, (NP) Composes and decomposes shapes so that they recognise a shape can have other shapes	
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				<p>To be able to talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat (Au2)</p>	<p>(Sp2)</p>	<p>To discuss routes and locations, using words like 'in front of' and 'behind.' (Su1)</p> <p>To describes a familiar route, (Su1)</p> <p>To be able to follow instructions based on positional language. (Su2)</p> <p>To combine shapes to make new ones. (Su2)</p>	<p>than one way.(NP)</p>	<p>Can match pot sizes to the amount that they should hold, based on the understanding that the smallest pot holds the least and the biggest holds the most. (NP)</p> <p>Use whole numbers and begin to use halves as they recognise the quantity of ingredients needed. (NP)</p> <p>Compare the height and length of 3 objects. (NP)</p> <p>Can say the days of the week in the correct order. (NP)</p> <p>Can measure an object using cubes. (NP)</p> <p>Estimates how many actions they can perform in</p>	<p>within it, just as numbers can same as the other quantity (NP)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (NP)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (NP)</p>	
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								each time limit. (NP)		
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Past and Present History	Names members of their immediate family.	Names members of their extended family.	Talks about key events that have happened within their family.	To begin to talk about significant events in their life. (Au1)	To begin to talk about significant festivals they have celebrated in the past. (Sp1)	To talk about significant events in their life with confidence (Su1)	To sort photos into past and present. (Au1)	To recognise a past event in a book. (Sp1)	To talk about a past experience, using full sentences. (Su1)	
				To know that everyone has a birthday and to talk about ways people celebrate birthdays. (Au2)	To know that Easter is celebrated by Christian people and to talk about how it is celebrated. (Sp2)	To talk about a past holiday or day out that they have taken with their family. (Su2)	To find similarities and differences to things that are in the past and now from the class text. (Au1)	To recognise a past event by identifying the setting in a book. (Sp1)	To talk about a past experience, using full sentences including conjunctions. (Su2)	
				To know that some celebrations are specific to some cultures, for example, Diwali is	To begin to understand that they used to be baby and now they have		To name and talk about people who are special and, in our community, – ongoing. (Au1)	Names and talks about people who are special to them in our community. (Sp2)	Talks about how the families of characters from a story are different from their own	

				usually celebrated by Hindu's and Sikhs and Christmas is celebrated by Christians. (Au2) To share information about key celebrations within their family. (Au2)	grown into young children. (Sp2)		To recognise a past event in a book. (Au2) Talks about who is special to them in their immediate family. (Au2)		(Su2)	
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People, Cultures and Community RE	Learns the names of their key workers.	Identifies who has the same hair colour and eye colour as themselves	Notices differences between people, such as hair colour, eye colour, clothes they wear, toys they like to play with etc.	Can say where they live. (Au1) To be able to identify similarities and differences between themselves and peers. (Au1) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image	. To use an iPad to complete a simple task. (Sp1) Understands that a map shows you where places are. (Sp1)	Knows that there are different countries in the world and can say which country we live in (Su1) Talk about the different jobs that people do in Rossington. (Su1) Knows that there are different countries in the world and talks about the differences	To talk about where they live. (Au1) To identify a map. (Au1) To describe features of where I live. (Au1) To name similarities and differences between religions in different countries. To identify similarities and	.To identify similarities and differences at special times between different cultures. (Sp1) To identify a church and a mosque. To understand that a Church is an important place of worship for a Christian person and a Mosque is an important place of worship for a Muslim person	To talk about similarities and differences between where we live and Africa. (Su1) To identify ways that different religions welcome people to their faith. (Su1) To identify how Christians believe the world was created. (Su2)	
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				<p>(Au1) Talks about the differences and similarities between Diwali and Christmas. (Au2)</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control. (Au2)</p>		<p>they have experienced or seen in photo (Su2)</p>	<p>differences at special times between different religions. (Au2)</p> <p>To understands that people have different beliefs and celebrate special times in different ways. (Au2)</p>	<p>(Sp1) To be able to identify and name special people from religious groups. (Sp2)</p>	<p>To identify some similarities between what a Muslim person believes and what a Christian person believes. (Su2)</p>	
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<p>People, Cultures and Community</p> <p>Geography</p>	<p>Can tidy away 3 objects in the setting, remembering where they belong.</p>	<p>Can find objects in the classroom when asked where they are.</p>	<p>Completes a simple scavenger hunt in the outdoor area.</p>	<p>Can say where they live.</p> <p>(Au1)</p> <p>To be able to identify similarities and differences between themselves and peers.</p> <p>(Au1)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image</p> <p>(Au1)</p>	<p>To use an iPad to complete a simple task.</p> <p>(Sp1)</p> <p>Understands that a map shows you where places are.</p> <p>(Sp1)</p>	<p>Knows that there are different countries in the world and can say which country we live in</p> <p>(Su1)</p> <p>Talk about the different jobs that people do in Rossington.</p> <p>(Su1)</p> <p>Knows that there are different countries in the world and talks about the differences they have experienced or seen in photo</p> <p>(Su2)</p>	<p>To talk about where they live.</p> <p>(Au1)</p> <p>To identify a map.</p> <p>(Au1)</p> <p>To describe features of where I live.</p> <p>(Au1)</p> <p>To look at an aerial view of the school setting and comments on what they notice.</p> <p>(Au2)</p>	<p>Finds another country on the world map.</p> <p>(Sp1)</p>	<p>To talk about similarities and differences between where we live and Africa.</p> <p>(Su1)</p> <p>Names a place in the world that is different to Rossington.</p> <p>(Su2)</p> <p>To create their own simple map for someone else to follow.</p> <p>(Su2)</p>	
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				<p>Talks about the differences and similarities between Diwali and Christmas.</p> <p>(Au2)</p> <p>Operate simple equipment e.g.</p> <p>turn on CD player or use a remote control.</p> <p>(Au2)</p>						
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The Natural World	<p>Enjoys exploring natural materials through play.</p> <p>Pushes and pulls vehicles.</p> <p>Makes marks using chalk on tree bark.</p>	<p>Knows that when you add water to dry sand you can make a sand castle.</p> <p>Understands you have to push a wheeled toy hard to make it go faster.</p>	<p>To identify bugs in the outdoor environment.</p> <p>Can roll a ball to reach a desired target.</p>	<p>To be able to talk about 2 signs of Autumn.</p> <p>(Au1)</p> <p>To play outside during the Autumn and talks about 2 natural objects.</p> <p>(Au1)</p>	<p>To use senses to explore the world around them.</p> <p>(Sp1)</p> <p>To be able to talk about the life cycle of an animal.</p> <p>Is able to care for an animal.</p> <p>(Sp2)</p>	<p>Talks about how cake mixture changed when it had been in the oven.</p> <p>(Su1)</p> <p>Observe and describe what I can see in the natural world – growth, change, decay</p>	<p>Predicts how cake mixture will change when it's cooked in the oven.</p> <p>Understand the effect of changing seasons on the natural world around them,</p>	<p>Predicts what will happen when the bread mixture is mixed together.</p> <p>Describe what they see, hear and feel whilst outside, including animals.</p>	<p>Explains what happens to bread mixture when it is put in the oven.</p> <p>Draws a recognisable animal.</p>	
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				<p>To understand that some plants are grown from seeds (Au1)</p> <p>To explore and talk about different forces they can feel. (Au1)</p> <p>To create pictures using natural items. (Au2)</p> <p>To be able to talks about 2 signs of Winter. (Au2)</p>	<p>Talks about the key features of the life cycle of a bean. (Sp2)</p> <p>Plant their own seeds and check how tall the plants grow. (Sp2)</p> <p>Talk about the life cycle of a plant. (Sp2)</p> <p>Talk about the life cycle of a plant. (Sp2)</p> <p>Talks about 3 signs of Spring. (Sp2)</p> <p>Observes a daffodil and talks about what it looks like. (Sp2)</p> <p>Names 5 animals you might see on a farm. (Sp2)</p>	<p>(Su2)</p> <p>To explore materials which will float and which will sink. (Su2)</p> <p>Talks about 3 signs of Summer. (Su2)</p> <p>Can talk about some items they would find on a beach. (Su2)</p>	including animals.			
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<p>The Natural World</p> <p>Plants</p>	<p>Enjoys digging and filling buckets with a spade.</p>	<p>Explore and talk about seeds - in fruit at snack time and the plants I see outside</p>	<p>Know how to be gentle and caring towards living things</p>	<p>To understand that some plants are grown from seeds (Au1)</p>	<p>Talks about the key features of the life cycle of a bean. (Sp2)</p> <p>Plant their own seeds and check how tall the plants grow. (Sp2)</p> <p>Talk about the life cycle of a plant. (Sp2)</p> <p>Observes a daffodil and talks about what it looks like. (Sp2)</p>	<p>Observe and describe what I can see in the natural world – growth, change, decay (Su2)</p>	<p>To name some key features of a plant and can name some plants. (Aut1)</p>	<p>To explain what living things need to be healthy (Sp2)</p>	<p>To grow a plant from seed and explain how I did it. (Su2)</p>	
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<p>Creating with materials.</p> <p>DT</p>	<p>Is able to stack 2 or more blocks.</p>	<p>Is able to join Duplo together.</p>	<p>Uses blocks and Duplo to make simple models.</p>	<p>To Independently glue material to paper. (Au1)</p> <p>Uses various construction materials. (Au1)</p> <p>To create pictures and models using a variety of different materials. (Au2)</p> <p>Joins construction pieces together to build and balance. (Au2)</p>	<p>To use tape to join materials together. (Sp1)</p> <p>To develop their own ideas and then decide which materials to use to express them. (sp2)</p> <p>To learn about different textures and talk about them. (Sp2)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Sp2)</p>	<p>Joins materials together using glue and tape. (Sum1)</p> <p>To explore different materials freely, using them with a purpose. (Su2)</p>	<p>To be able to express ideas and creates a structure with another child.</p>	<p>To be able to joins materials together using a variety of different methods.</p>	<p>To be able to plan how to make a representation of something using appropriate materials, then carry out their plan.</p>	
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<p>Creating with materials.</p> <p>Art</p>	<p>Makes marks unintentionally.</p>	<p>Uses fingers to paint.</p> <p>Paints dots using fingers.</p>	<p>Uses a large paint brush to make marks.</p> <p>Paints lines using a large paint brush.</p> <p>Sometimes give meaning to the marks they make.</p>	<p>Is able to draw or paint a simple face. (Au1)</p> <p>To ascribe meaning to things they have drawn, made or painted after or during the creative process. (Au1)</p> <p>To begin to identify and name primary colours. Au2</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours. (Au2).</p>	<p>To follow the instructions 'water, sponge, paint, mix' to mix powder paints. (Sp1)</p> <p>To begin to identify and name secondary colours. (Sp1)</p>	<p>Mixes two powder paint colours together to create another colour. (Sum1)</p> <p>To create a painting that represents an emotion. (Sum 2)</p> <p>To draw with increasing control, representing features and detail clearly. (Su2)</p>	<p>.</p> <p>To be able to identify an artist and what they do. ART</p> <p>To be able to ascribe meaning to things they have drawn, made or painted before the creative process. ART</p> <p>To mix colours to create green, orange and purple. ART</p> <p>To select the correct colour to represent what they are drawing or painting. ART</p> <p>To manipulate playdough and homemade doughs. – ART</p> <p>To begin to use a variety of tools to manipulate and change the shape of the playdough. ART</p>	<p>To be able to paint or draw a recognisable plant, selecting the correct colours. ART</p> <p>To use paint and painting equipment with increasing independence. ART</p> <p>To talk about the artwork of artists they observe. ART</p> <p>To say what they like about the Artwork of an artist. ART</p> <p>To use a variety of tools to manipulate and change the shape of the playdough. ART</p> <p>To use a variety of equipment and objects to make different types of lines. (e.g. brushes, twigs, cotton buds). ART</p> <p>To create imaginative</p>	<p>To be able to paints a background colour around their painting. ART</p> <p>To say what they can see within the work and make links with their familiar world. ART</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To explore using different equipment for making lines, such as pens, felt tips, crayons and chalk.</p>	
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							<p>To use junk modelling to create imaginative sculptures. ART</p> <p>To create imaginative drawings. ART</p> <p>To use ready-made items for printing using paint. ART</p>	<p>drawings they can talk about in their own words. ART</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects. ART</p> <p>To use pre-torn papers and fabrics to create simple collages to represent a range of things ART</p> <p>To use ready-made items for printing using paint. ART</p>	
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<p>Being Imaginative and Expressive</p> <p>Music</p>	<p>Moves body to music.</p> <p>Joins in with songs and rhymes making some sounds.</p>	<p>Claps hands and makes actions in response to music.</p> <p>Can beat a drum when listening to music.</p>	<p>Makes sounds with voice in response to music.</p> <p>Can make loud and quiet sounds on a drum.</p>	<p>To listens to music of various genres and make comments about what they have heard. (Au1)</p>	<p>To explore high sounds and low sounds using voices and glockenspiels. (Sp1)</p> <p>To listen to and begin to name</p>	<p>To be able to remember and sings 5 nursery rhymes. (Su1)</p> <p>To be able to find the corresponding</p>	<p>To be able to sing 2 Nursey Rhymes (Au1)</p> <p>To respond to music with dance, body percussion and instruments (Au1)</p>	<p>To be able to sing 6 Nursery Rhymes (Sp1)</p> <p>To respond to music with dance, body percussion and instruments (Sp1)</p>	<p>To be able to sing 10 Nursery Rhymes (Su1)</p> <p>To respond to music with dance, body percussion and instruments (Su1)</p>	
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			<p>Takes part in action songs and rhymes.</p> <p>Remembers and Sings 1 nursery rhyme.</p>	<p>To listen to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Au1)</p> <p>To begin to listen to a variety of instruments. (Au2)</p> <p>To sing familiar Nursery Rhymes. (Au2)</p>	<p>a variety of instruments. (Sp1)</p> <p>To begin to act out different scenarios using props to enhance imaginative play. (Sp1)</p> <p>To play instruments with increasing control. (Sp1)</p> <p>To copy-clap the rhythm of names. (Sp2)</p> <p>To sing familiar songs or make up own songs. (Sp2)</p>	<p>musical instrument when an instrument is played. (Su1)</p> <p>To make loud and quiet sounds using a variety of instruments. (Su1)</p> <p>To sing familiar songs in the correct tone and changing melody if appropriate. (Su1)</p> <p>Uses available resources to create props to support role-play. (Su1)</p> <p>To use available props to develop stories and make</p>	<p>To perform to a small group (Au1)</p> <p>To be able to copy-clap the rhythm of phrases from songs. (Au1)</p> <p>To keep the beat of the song with a pitched note. (Au1)</p> <p>To add actions to a story (Au2)</p> <p>To be able to sing 4 Nursery Rhymes (Au2)</p> <p>To be able to sing We wish you a merry Christmas (Au2)</p> <p>To be able to perform songs (Au2)</p> <p>To respond to music with dance and body percussion and instruments</p>	<p>To be able to perform to a small group (Sp1)</p> <p>To explore high pitch and low pitch in the context of the songs. (Sp1)</p> <p>To be able to sing 8 Nursery Rhymes (Sp2)</p> <p>To respond to music with dance, body percussion and instruments (Sp2)</p> <p>To be able to perform to a class (Sp2)</p> <p>To invent a pattern to go with a song using one note. (Sp2)</p>	<p>To sing a new songs (Su1)</p> <p>To sing the pitch of a tone sung by another person. (Su1)</p> <p>To remember and sings 10 nursery rhymes. (Su1)</p> <p>To copy-clap 3 or 4 worded phrases from songs. (Su1)</p> <p>To recount a narrative from a well-known story (Su2)</p> <p>To be able to sing a range of Nursery Rhymes (Su2)</p> <p>To respond to music with dance, body percussion and instruments (Su2)</p> <p>To copy-clap the rhythm of</p>	
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						<p>imaginative play</p> <p>more purposeful.</p> <p>(Su1)</p> <p>To use puppets and props to act out different traditional stories.</p> <p>(Su1)</p> <p>To begin to find the beat to a song and can move along to it (clap, jump, etc)</p> <p>(Su2)</p> <p>Sing familiar Nursery Rhymes alongside playing instruments and follow the</p>	<p>(Au2)</p> <p>To listen to music of various genres and begins to express how a piece of music makes them feel.</p> <p>(Au2)</p>	<p>small phrases from songs.</p> <p>(Su2)</p> <p>To be able to explore melodic patterns using one or two notes.</p> <p>(Su2)</p> <p>To share music by performing</p> <p>(Su2)</p>	
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