

ladybirds

Step 1

- Find ways of managing transitions, for example from their parent to their key person.
- Respond to keyworker
- Start to show a range of emotions
- Begins to explore new experiences
- Engage with others through gestures & gaze

Step 2

- Seek out key worker for reassurance and comfort
- Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events
- Engage with others through babble.

Step 3

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Start establishing their autonomy.
- Builds relationships with special people.

Caterpillars

Step 1

- Feel strong enough to express a range of emotions.
- Play with increasing confidence on their own with their key person nearby.
- Cooperates with caregiving experiences, such as dressing

Step 2

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Begin to use language happy and sad linked to own emotions
- Start to show interest in other children's play
- Identify other children by name

Step 3

- Understand and link happy and sad emotions to Z of R cards.
- Learn to use the toilet with help.
- Starting to play alongside other children
- Begin to show independence and wanting to have a go.
- Is wary of unfamiliar people

Butterflies

Step 1

- Explore emotions happy and sad through play and stories.
- Start to use the toilet independently.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums
- Starting to play with increasing confidence with other children

Step 2

- Use the emotions happy and sad linked to their own feelings.
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas
- Begin to develop friendships with other children.

Step 3

- Be increasingly able to talk about and manage their emotions.
- Begin to talk about why they feel happy or sad, supported by an adult.
- Have some friends and actively seek them out.

Nursery

Step 1

Develop their sense of responsibility and membership of a community.
Be increasingly able to talk about and manage their emotions linked to Z of R green and blue cards.
Select and use activities and resources, with help when needed.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Play with one or more other children.
Show more confidence in new social situations

Step 2

Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.
Begin to use and understand language linked to Z of R red and yellow cards linked to own emotions
Responds to the feelings of others, showing concern and offering comfort
Play with one or more other children, extending and elaborating play ideas.

Step 3

Gradually learns that actions have consequences but not always the consequences the child hopes for
Understand and link their own and other people's emotions to Z of R cards.
Can recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
Begin to understand how others might be feeling.

Reception

Step 1

Manage their own needs: - personal hygiene
Identify and moderate their own feelings socially and emotionally.
Securely use Z of R cards when talking about emotions.
Be able to wait for needs or wants to be met and control own impulses.
Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
Express their feelings and consider the feelings of others.

Step 2

Know and talk about the different factors that support their overall health and wellbeing.
Securely use Z of R cards when talking about emotions, giving a reason why. E.g I am happy/ green because I am going to the computer suite.
Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
Build constructive and respectful relationships.

Step 3

Understands their own feelings and those of others using Z of R, and begin to regulate their behaviour accordingly.
Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
Think about the perspectives of others.

ELG Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

ELG: Managing Self: 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

ELG: Building Relationships: Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

ladybirds

Step 1

Turns toward a familiar sound then locates range of sounds with accuracy.

Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.

Step 2

Reacts in interaction with others by smiling, looking and moving
Makes own sounds in response when talked to by familiar adults

Step 3

Looks intently at a person talking and starts to respond to own name.

Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like *baba, nono, gogo* and uses gestures like waving and pointing to communicate.

Caterpillars

Step 1

Understanding of single words in context is developing, e.g. *cup, milk, daddy*

Uses sounds in play, e.g. *brrrm* for toy car and use intonation, pitch and changing volume when 'talking'.

Step 2

Understand simple instructions like "give to mummy" or "stop".
Uses single words

Step 3

Responds to simple questions when in a familiar context with a special person (e.g. *Where's Mummy?, Where's your nose?*)

Uses words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye*)

Butterflies

Step 1

Selects familiar objects by name and will go and find objects when asked, or identify objects from a group

Beginning to put two words together (e.g. *Want ball, More juice*)

Step 2

Understands simple sentences (e.g. *Throw the ball*)

Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*)

Step 3

Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

Beginning to ask simple questions and talk about people and things that are not present

Communication & Language

Nursery

Step 1

Enjoy listening to longer stories and can remember much of what happens.
Begins to understand a question or instruction that has two parts, such as “Get your coat and wait at the door”
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books.
use word endings to indicate present tenses, plurals and negatives.
Use longer sentences of four to six words.

Step 2

Begins to pay attention to more than one thing at a time.
Understands and responds to ‘why’ questions
Developing understanding of simple concepts (e.g. *fast/slow, good/bad*)
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Step 3

Understands *who, what, where* in simple questions
Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box*
Joins in with repeated refrains
I use more complex sentence structure and link thoughts, ideas and events with ‘and,’ ‘because’ and ‘so.’

Reception

Step 1

Beginning to understand *why* and *how* questions
Shows understanding of prepositions such as *under, on top, behind*
Listens to familiar stories with increasing attention and recall
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
Connect one idea or action to another using a range of connectives.
Describe events in some detail.

Step 2

Ask questions to find out more and to check they understand what has been said to them.
Engage in non-fiction books.
Articulate their ideas and thoughts in well-formed sentences
Listen to and talk about stories to build familiarity and understanding.

Step 3

Listens and responds to ideas expressed by others in conversation or discussion
Understands and responds to questions such as *who; why; when; where* and *how*
Able to follow a story without pictures or props
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

ELG: Listening, Attention & Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back- and forth exchanges with their teacher and peers

ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Physical Development

ladybirds

Step 1

Gradually develops ability to hold up own head and makes movements with arms and legs which gradually become more controlled.

Step 2

Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back
Develops roll from back right through to front
Sits unsupported
Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp

Step 3

Belly crawling moves into crawling up on hands and knees
Begins to explore the sensory experience of making marks in food, damp sand, water or paint

Caterpillars

Step 1

Pulls to standing from crawling, holding on to furniture or person for support
Enjoys the sensory experience of making marks in food, damp sand, water or paint
Manipulates objects using hands singly and together, such as squeezing water out of a sponge

Step 2

Starts walking independently on firm surfaces and later on uneven surface
Begins to hold and explore with mark making equipment



Step 3

Develops security in walking upright using feet alternately and can also run short distances
Build independently with a range of appropriate resources.

Butterflies

Step 1

Changes position from standing to squatting and sitting with little effort
Use a range of mark making equipment to intentionally make marks.

Step 2

Begins to use large circular movements with arms when joining in with a range of activities.
Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand)

Step 3

Walk, run, jump and climb – and start to use the stairs independently
When holding crayons, chalks etc, makes connections between their movement and the marks they make



Physical Development

Nursery

Step 1

Continue to develop their movement and ball skills.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Begins to walk, run and climb on different levels and surfaces
Use one-handed tools and equipment, for example, making snips in paper with scissors.

Step 2

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Climbs up and down stairs by placing both feet on each step while holding a handrail for support
May be beginning to show preference for dominant leg/foot
Creates lines and circles pivoting from the shoulder and elbow
Show a preference for a dominant hand.
Be able to manipulate dough during daily dough disco sessions.

Step 3

Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Holds mark-making tools with thumb and all fingers
Begins to use anticlockwise movement and retrace vertical lines
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Make healthy choices about food, drink, activity and toothbrushing



Reception

Step 1

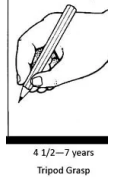
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
Use a comfortable grip with good control when holding pens and pencils.
Begins to form recognisable letters independently

Step 2

Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Be able to manipulate dough with increased control and pressure during daily dough disco sessions.

Step 3

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed



ELG: Gross motor: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back- and forth exchanges with their teacher and peers

ELG: Fine motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing

ladybirds

Step 1

Notices and engages with sounds and images in the environment

Step 2

As part of sensory exploration, may touch and handle books and digital reading devices

Step 3

Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to

Caterpillars

Step 1

Handles books, printed and digital reading material with interest

Step 2

Responds to sounds in the environment such as cars, sirens and birds

Step 3

Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments
Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes

Butterflies

Step 1

Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences

Step 2

Is interested in and anticipates books and rhymes and may have favourites
Begins to join in with actions and sounds in familiar songs and book sharing experience

Step 3

Copy simple rhythms containing one, two or three beats using claps, instruments or body percussion.
Knows that the marks they make are of value
Make marks on their picture to stand for their name.

Nursery

Step 1

Clap out one to three syllable words depending on the number of syllables they have.
Listens to and joins in with stories and poems, when reading one-to-one and in small groups
Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Step 2

Develop their phonological awareness, so that they can: - spot and suggest rhymes
Recognise words with the same initial sound, such as money and mother
Handles books and touch screen technology carefully and the correct way up with growing competence
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Step 3

Recognises familiar words and signs such as own name, advertising logos and screen icons
Write some or all of their name and writes some letters accurately.
Attempts to write other names and words, using combinations of lines, circles and curves, or letter-type shapes

Reception

Step 1

Begins to be aware of the way stories are structured, and to tell own stories.
Hears and says the initial sound in words
Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words.
To begin to form lower-case cursive letters correctly.
Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
Uses their developing phonic knowledge to write things such as labels.

Step 2

Enjoys an increasing range of print and digital books, both fiction and non-fiction
Describes main story settings, events and principal characters in increasing detail
Segments the sounds in simple words and blend them together and knows which letters represent some of them
Begins to read some high frequency words, phonically decodable words and simple sentences
Write short sentences with words with known letter-sound correspondences.
Uses their developing phonic knowledge to write things such as captions, later progressing to simple sentences

Step 3

Is able to recall and discuss stories or information that has been read to them, or they have read themselves
Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense

ELG: Comprehension: 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: 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: 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

Mathematics

Ladybirds

Step 1

Explores space when they are free to move, roll and stretch

Step 2

Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other

Explores differently sized and shaped objects

Step 3

Take part in finger rhymes with numbers.

Beginning to put objects inside others and take them out again

Explores space around them and engages with position and direction, such as pointing to where they would like to go

Caterpillars

Step 1

Shows interest in patterned songs, rhymes and movements
Begins to predict what happens next in predictable situations
Shows an interest in emptying containers

Step 2

Responds to size, reacting to very big or very small items that they see or try to pick up
May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers
Stacks objects using flat surfaces
Enjoys filling and emptying containers

Step 3

Attempts, sometimes successfully, to match shapes with spaces on inset puzzles
Joins in with repeated actions in songs and stories
Gets to know and enjoys daily routine

Butterflies

Step 1

Responds to words like *lots* or *more*
Says some counting words
Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles

Step 2

May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence
Beginning to select a shape for a specific space
Shows an interest in size and weight

Step 3

May use number words like *one* or *two* and sometimes responds accurately when asked to give one or two things
Enjoys using blocks to create their own simple structures and arrangements
Beginning to understand that things might happen now or at another time, in routines

Step 1

Fast recognition of up to 3 objects, without having to count them individually ('subitising').
Recite numbers past 5.

Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Step 2

Say one number for each item in order: 1,2,3,4,5.

Experiment with their own symbols and marks as well as numerals.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Understand positional language through words alone – for example, "The bag is under the table," – with no pointing

Combine shapes to make new ones – an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Step 3

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Solve real world mathematical problems with numbers up to 5

Begin to make comparisons between objects relating to size, length, weight and capacity.

Notice and correct an error in a repeating pattern.

Nursery

Reception

Step 1

Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Count objects, actions and sounds.

Count beyond ten.

Subitise to ten.

Link the number symbol (numeral) with its cardinal number value.

Continue, copy and create repeating patterns.

Step 2

Count beyond 20

Understand the 'one more than/one less than' relationship between consecutive numbers

Explore the composition of numbers to 10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compare length, weight and capacity.

Step 3

Automatically recall number bonds for numbers 0–5 and some to 10.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

ELG: Number: Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

ELG: Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the world

ladybirds

Step 1

Recognises key people in their own lives
Moves eyes, then head, to follow moving objects

Step 2

Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with
Develops a sense of belonging to their family and their key carer
Repeat actions that have an effect.
Explore materials with different properties.

Step 3

Make connections between the features of their family and other families
Explore natural materials, indoors and outside.
Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times

Caterpillars

Step 1

Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing
Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them

Step 2

Closely observes what animals, people and vehicles do
Seeks to acquire basic skills in turning on and operating some digital equipment

Step 3

Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them
Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life
Matches parts of objects that fit together, e.g. puts lid on teapot
Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car

Butterflies

Step 1

Is interested in photographs of themselves and other familiar people and objects
Explore and respond to different natural phenomena in their setting and on trips
Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support

Step 2

Notice differences between people.
Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.
Remembers where objects belong
Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets

Step 3

Use all their senses in hands-on exploration of natural materials.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

Step 1

Nursery

Has a sense of own immediate family and relations and pets

In pretend play, imitates everyday actions and events from own family and cultural background,

Enjoys joining in with family customs and routines

Explore collections of materials with similar and/or different properties.

Explore how things work.

Talk about what they see, using a developing vocabulary

Knows that information can be retrieved from digital devices and the internet

Step 2

Begin to make sense of their own life-story and family's history.

Remembers and talks about significant events in their own experience

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Plant seeds and care for growing plants.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Plays with a range of materials to learn cause and effect

Step 3

Show interest in different occupations.

Talk about members of their immediate family and community.

Learns that they have similarities and differences that connect them to, and distinguish them from, others

Understand the key features of the life cycle of a plant and an animal.

Completes a simple program on electronic devices

Uses ICT hardware to interact with age-appropriate computer software

Step 1

Reception

Talks about past and present events in their own life

Name and describe people who are familiar to them.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Draw information from a simple map.

Explore the natural world around them looking closely at similarities, differences, patterns and change in nature

Developing an understanding of growth, decay and changes over time

Begin to understand the effect their behaviour can have on the environment

Can create content such as a video recording, stories, and/or draw a picture on screen

Can use the internet with adult supervision to find and retrieve information of interest to them

Step 2

Talks about past and present events in their own life and in the lives of family members and friends.

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Recognise some similarities and differences between life in this country and life in other countries.

Describe what they see, hear and feel whilst outside

Recognise some environments that are different to the one in which they live.

Develops digital literacy skills by being able to access, understand and interact with a range of technologies

Step 3

Knows that other children do not always enjoy the same things, and is sensitive to this

Understand the effect of changing seasons on the natural world around them.

ELG: Past & Present: Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People & communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

ELG: The Natural World: 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

Expressive Arts and design

ladybirds

Step 1

Notice patterns with strong contrasts and be attracted by patterns resembling the human face

Step 2

Show attention to sounds and music.

Step 3

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

Explore their voices and enjoy making sounds.

Begin to explore a range of sound-makers and instruments

Caterpillars

Step 1

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Join in with songs and rhymes, making some sounds.

Step 2

Respond emotionally and physically to music when it changes.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Notices and becomes interested in the transformative effect of their action on materials and resources

Step 3

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Move and dance to music.

Explore a range of sound-makers and instruments and play them in different ways.

Butterflies

Step 1

Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression

Step 2

Use their imagination as they consider what they can do with different materials.

Begins to take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc.

Step 3

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Make simple models which express their ideas.

Beginning to remember and sing some nursery rhymes and action songs.

Expressive Arts and design

Nursery

Step 1

Take part in simple pretend play, using an object to represent something else even though they are not similar.

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

Listen with increased attention to sounds.

Remember and sing entire songs.

Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow*

Taps out simple repeated rhythms

Step 2

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects

Respond to what they have heard, expressing their thoughts and feelings

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Step 3

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Explore colour and colour-mixing

Play instruments with increasing control to express their feelings and ideas.

Uses available resources to create props or creates imaginary ones to support play

Reception

Step 1

Begins to explore, use and refine a variety of artistic effects

Listen attentively, move to and talk about music, expressing their feelings and responses

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Introduces a storyline or narrative into their play

Step 2

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Watch and talk about dance and performance art, expressing their feelings and responses

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play

Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes

Step 3

Create collaboratively sharing ideas, resources and skills.

Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Creates representations of both imaginary and real-life ideas, events, people and objects

ELG: Creating with materials: 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 & Expressive: Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music