



KNOWLEDGE & SKILLS PROGRESSION YEAR N

Communication & Language				
	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Listening, Attention & Understanding	<p><i>Knows and understands a wide range of vocabulary.</i></p> <p><i>Understands the functional use of familiar objects and properties.</i></p> <p><i>Understands and answers simple questions about 'who', 'what' and 'where' using gesture.</i></p> <hr/> <p>Understands simple instructions.</p> <p>Listens to simple stories and understands what is happening, with the help of the pictures.</p> <p>Develops pretend play.</p> <p>Follows a 1-step instruction.</p>	<p><i>Knows what a question is.</i></p> <p><i>Knows how to respond when being spoken to using words or gestures.</i></p> <p><i>Understands and answers simple questions.</i></p> <hr/> <p>Begins to listen to longer stories.</p> <p>Recalls some key events from a story.</p> <p>Begins to pay attention to more than one thing at a time.</p> <p>Follows a 2-step instruction.</p>	<p><i>Understands and answers a why question.</i></p> <p><i>Understands and uses a wider range of vocabulary.</i></p> <p><i>Understands a question or instruction that has two parts.</i></p> <hr/> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pays attention to more than one thing at a time.</p>	<p><i>Knows not to interrupt when listening to a story or instruction.</i></p> <hr/> <p>Follows a 2-step instruction consistently.</p> <p>Listens to stories and can recall the main events.</p> <p>Contributes sensible comments to discussions and conversations with prompts.</p>
Speaking	<p>Starts to develop conversation, often jumping from topic to topic.</p> <p>Starts to communicate how they are feeling, using words as well as actions.</p> <p>Uses the speech sounds p, b, m, w.</p>	<p><i>Knows some familiar nursery and number rhymes.</i></p> <p><i>Knows that you take turns to speak.</i></p> <hr/> <p>Joins in with familiar nursery and number rhymes.</p>	<p><i>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.</i></p> <hr/> <p>Sings a large repertoire of songs.</p>	<p>Engages in conversation with adults and peers.</p> <p>Develops an awareness of plurals and tenses.</p> <p>Can ask questions and answer simple "why" questions.</p>

	<p>Pronounces: - l/r/w/y - s/sh/ch/dz/j - f/th - common multi-syllabic words such as 'banana' and 'computer'.</p>	<p>Is able to speak using 4 – 6-word sentences.</p> <p>Takes turns speaking and listening during a conversation.</p> <p>Asks why questions during a conversation.</p> <p>Uses talk to organise their play.</p>	<p>Develops their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Develops their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words.</p> <p>Uses longer sentences of six words or more.</p> <p>Can say likes or dislikes.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Uses talk to organise themselves and their play with others.</p>	
	<p>Vocabulary</p> <p>go</p> <p>Common names of everyday objects (Nouns)</p>	<p>Vocabulary</p> <p>who, what, where</p> <p>Verbs (e.g., washing)</p> <p>Time words 'now and later'</p> <p>Prepositions on, under, behind</p>	<p>Vocabulary</p> <p>Simple Adjectives (e.g., dirty)</p> <p>Negative Form: <i>isn't</i>, <i>no</i></p> <p>my, your, he, she, his, her, because, and , they, their</p>	<p>Vocabulary</p> <p>why, conversation, make sense,</p> <p>Irregular tenses: swam 'swam' and ran 'ran'.</p> <p>Future and past tense: I am going to the park....I went to the park.</p> <p>Social phrases: 'good morning'... are you ok?</p>

Personal, Social & Emotional Development

	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Self-regulation	<p><i>Knows that they are safe at nursery.</i></p> <p><i>Knows that adults at nursery care for us.</i></p> <hr/> <p>Begins 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.</p> <p>Can transition from parents/carer to nursery staff.</p> <p>Has the courage to try new things and take a risk.</p>	<p>Developing their awareness of their likes/dislikes, choices, decisions and ideas.</p> <p>Is able to sit during a small group time.</p> <p>Follows a 2-step instruction. Shares how they are feeling with a member of staff using words or gestures.</p>	<p><i>Knows the feelings happy or sad.</i></p> <p><i>Understands gradually how others might be feeling.</i></p> <hr/> <p>Develops their sense of responsibility and membership of a community</p> <p>Is able to join in a larger group session for a short length of time.</p> <p>Is becoming more outgoing with unfamiliar people and social situations, in the safe context of their setting.</p> <p>Talks about their feelings using words.</p>	<p><i>Knows the feelings happy and sad, angry or worried.</i></p> <hr/> <p>Can focus attention in a larger group situation.</p> <p>Can talk about feelings in simple terms, e.g., happy and sad, angry or worried, and give reasons if upset.</p>
	<p>Vocabulary</p> <p>happy, sad,</p>	<p>Vocabulary</p> <p>angry, cross, upset, scared.</p>	<p>Vocabulary</p> <p>safe, unsafe, rules</p>	<p>Vocabulary</p> <p>worried, feelings</p>
Managing Self	<p><i>Knows and responds to their own name.</i></p> <p><i>Understands that their own voice and actions can cause an effect on others.</i></p> <hr/> <p>Is beginning to show choices and preferences such as different tastes and rejects things they do not want.</p>	<p><i>Starts to understand feelings and how to respond to them.</i></p> <p><i>Knows their own and others' physical characteristics and can identify features such as noses, hair and eyes.</i></p> <hr/> <p>Begins to follow rules.</p> <p>Is able to choose resources to help them achieve.</p>	<p><i>Knows why rules are important and increasingly follow them without adult prompt.</i></p> <p><i>Knows what healthy means and makes healthy choices e.g., food/oral hygiene.</i></p> <hr/> <p>Can get dressed and undressed with some support.</p> <p>Is increasingly independent in</p>	<p>Confident to access the environment with minimal support and follows the rules as part of the new routine.</p> <p>Reliably toilet trained and just needs some reminders to wash hands and needs help with fastenings.</p>

Building Relationships		Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.	meeting their own care needs, e.g., brushing teeth.	
	Vocabulary Name like, not like	Vocabulary Facial features: eyes, eyebrows, lips, nose, teeth names of basic body parts: arms, legs, stomach etc.	Vocabulary rules, healthy, unhealthy, clean, toothbrush, toothpaste independent	Vocabulary wash hands, toilet, classroom, cloakroom, adult
	Is starting to enjoy the company of other children and want to play with them. Is developing friendships with other children.	<i>Knows how to take turns and begins to take turns.</i> <i>Understands how someone else might feel.</i> <hr/> Plays with one child extending and contributing during play. Shows confidence with others during a social situation.	<i>Knows and uses strategies to help solve conflicts.</i> <hr/> Plays with one or more other children, extending and elaborating play ideas.	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.
	Vocabulary play	Vocabulary share	Vocabulary take turns	Vocabulary problem, play, game, friend

Physical Development

	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Gross Motor Skills	<p><i>Knows a range of ways to use their bodies.</i></p> <p><i>Knows the purpose of different equipment e.g., swing/stairs.</i></p>	<p><i>Knows how to be safe when using equipment or exploring movements.</i></p> <p><i>Understands the meaning of stop and start to follow simple instructions.</i></p>	<p><i>Knows and uses the correct resource to choose to carry out their own plan e.g., a large spade to dig a big hole.</i></p> <p><i>Knows when to work collaboratively to move large items or negotiate equipment.</i></p>	<p><i>Knows a range of ways to move: walk, run, jump</i></p> <p><i>Uses a range of ways to move appropriately: walk, run, jump.</i></p>
	<p>Can sit on a push-along wheeled toy.</p> <p>Claps and stamp to music.</p> <p>Explores a wide range of food and textures.</p> <p>Can walk, run, jump and climb – and start to use the stairs independently</p>	<p>Explores moving their body in different ways e.g., obstacle courses, crawling, rolling.</p> <p>Can use a scooter.</p> <p>Can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Moves body to music showing when they can stop and start.</p> <p>Can control a ball in different ways.</p> <p>Can balance and climb on a variety of equipment.</p> <p>To jump and land safely from a height.</p>	<p>Can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Can use balance to skip, hop, stand on one leg, negotiate equipment.</p> <p>Can use a balance bike.</p> <p>Follows and remembers sequences and patterns of movements which are related to music and rhythm.</p> <p>Is able to choose correct movement to match equipment chosen. For example, they decide</p> <p>whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Can tackle parts of the climbing frame, e.g., low climbing wall, steps, ladder.</p> <p>Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil.</p>
	<p>Vocabulary</p> <p>go, walk, run, step</p>	<p>Vocabulary</p> <p>stop, start, safe, kick, throw, catch, pour</p>	<p>Vocabulary</p> <p>move, crawl, run, ride, hop, dance, dig</p>	<p>Vocabulary</p> <p>jump, brush, scoop, lift, travel</p>
Fine Motor Skills	<p>Shows an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p><i>Knows the function of different one-handed tools and explores these. E.g., scissors/tweezers/paintbrush</i></p> <p>Is beginning to make snips in paper using scissors.</p>	<p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Holds a pencil using splayed three or four-finger grip.</p>	<p>Can use scissors to make snips and cut lines, holding scissors in dominant hand.</p> <p>Can copy some recognisable letter shapes.</p>

	<p>Uses small motor skills to do things independently e.g., pour drinks.</p> <p>Explores different materials and tools to develop manipulation and control.</p> <p>Can scrunch, tear and roll paper.</p> <p>Can hold pencil with a palmar grip (whole hand grasp).</p>	<p>Holds pencil using a digital grip</p> <p>Shows a growing independence to put on coat and shoes and begin to do zips.</p> <p>Can feed themselves.</p>	<p>Can use cutlery to eat independently.</p> <p>Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Can copy some recognisable letter shapes from name.</p>	<p>Begin to hold a pencil with a modified tripod grip to show control.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>
	<p>Vocabulary</p> <p>cut, draw, paint</p>	<p>Vocabulary</p> <p>zip, coat, buttons, spoon</p>	<p>Vocabulary</p> <p>write</p> <p>knife, fork, dress, zip, button</p> <p>Names of clothes: coat, jumper, shoes</p>	<p>Vocabulary</p> <p>scissors, cut, snip, open, close, finger, thumb, trace</p>

Literacy				
	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Comprehension	<p>Explores books and shares with an adult, with another child, or to look at alone.</p> <p>Develops play around stories using props.</p> <p>Enjoys songs and rhymes, tuning in and paying attention.</p> <p>Can say some of the words in songs and rhymes.</p>	<p>Joins in with repeated phrases for familiar stories.</p> <p>Expresses simple likes about a shared story.</p> <p>Answers who and what questions linked to stories shared.</p> <p>Expresses simple likes and dislikes about a shared story. Uses new vocabulary in their play.</p> <p>Uses new vocabulary in conversations.</p> <p>Sings songs and say rhymes independently, for example, singing whilst playing.</p>	<p><i>Knows which way to hold a book.</i></p> <p>Turns the pages of a book correctly.</p> <p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Enjoys and talks about rhymes and poems</p>	<p><i>Understands the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</i></p> <p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g., talking through a familiar book.</p> <p>Joins in with rhymes, songs and poems.</p>
	<p>Vocabulary</p> <p>sing, book</p>	<p>Vocabulary</p> <p>story, read</p>	<p>Vocabulary</p> <p>character names, beginning, end.</p>	<p>Vocabulary</p> <p>listen, rhyme, page, front cover, beginning, middle, end</p>
Word Reading	<p>Pays attention and responds to the pictures or the words.</p> <p>Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Repeats words and phrases from familiar stories.</p>	<p>Can tune into different sounds around them, including words that they hear.</p> <p>Develops book handling skills.</p> <p>Shows a growing awareness of rhyme.</p> <p>Able to develop oral blending skills.</p>	<p>Recognises some letters from their own name.</p> <p>Develops their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p>	<p><i>Knows and recognises their own name.</i></p> <p><i>Knows that some words rhyme.</i></p> <p>Can discriminate between sounds.</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Can say the initial sound in a word.</p> <p>Can orally blend some simple CVC words consistently.</p>

	Vocabulary sing, read, story	Vocabulary Environmental sounds: cars, train, weather Animal noises: oink, moo, quack	Vocabulary sound, same, clap, beats, letter, name, beginning	Vocabulary phonics, rhyme, phoneme, sound out, blend
Writing	Can recognise familiar logos and print that they see in everyday life. Copies finger movements and other gestures. Enjoys drawing freely. Adds some marks to their drawings, which they give meaning to. For example: "That says mummy."	<i>Knows that print conveys meaning and can notice print, such as a bus or door number.</i> Can draw a straight line. Can draw curved lines in both clockwise and anti-clockwise directions. Ascribes meanings to marks they make and during play. Responds to shared stories and poems through mark making. Makes marks on their picture to stand for their name.	Uses some of their print and letter knowledge in their early writing. Uses some recognisable letter shapes when writing own name.	<i>Knows that writing is a way to communicate what we would like to say.</i> <i>Knows that there are sounds in the words that we say.</i> Can say the initial sound in a word. Writes some letters accurately. Writes some or their whole name.
	Vocabulary draw, family names, me	Vocabulary line, circle, straight, round, name	Vocabulary write, shape, name	Vocabulary phonics, sound, letter, words

Maths				
	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Number	<p>Develops counting-like behaviour, such as making sounds, pointing, skipping numbers and some numbers in sequence.</p> <p>Reacts to changes of amount in a group of up to three items.</p> <p>Listens to and takes part in finger rhymes/stories with numbers.</p>	<p><i>Knows that symbols represent a count or quantity.</i></p> <p>Has recognition of up to 3 objects.</p> <p>Can count 5 objects from a larger group.</p> <p>Can use key language of 'altogether'.</p>	<p>Develops fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recites numbers past 5.</p> <p>Says one number for each item in order: 1,2,3,4,5.</p> <p>Shows 'finger numbers' up to 5.</p> <p>Can experiment with their own symbols and marks as well numerals.</p>	<p><i>Has a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p>Rote counts to 10.</p> <p>Can subitise to 3.</p> <p>Reads numerals to 5 and matches to an amount.</p>
	Vocabulary count Number names (not always in order)	Vocabulary 1.2.3, altogether,	Vocabulary number, total, count	Vocabulary subitise
Numerical Patterns	<p>Notices patterns and can create their own for example, following a line or creating patterns using transient art materials.</p> <p>Can match objects that are the same.</p>	<p><i>Understands the meaning of and uses 'more' or 'less' when comparing numbers within 5.</i></p> <p>Can compare amounts, saying 'lots', 'more' or 'same'.</p>	<p><i>Knows that the numeral represents amount.</i></p> <p>Can solve real world mathematical problems with numbers up to 5 for example, sharing.</p>	<p><i>Knows and understands the language of more when comparing amounts.</i></p> <p>Can say what is the same/different about objects in a group.</p> <p>Can match objects that are the same and can say why they match.</p> <p>Uses the language of more when comparing amounts.</p> <p>Orders numbers to 5.</p>
	Vocabulary same, different	Vocabulary lots, more, same, less	Vocabulary different, greater, fewer	Vocabulary more than, less than, order, sequence

Shape, Space and Measure	<p>Becoming familiar with patterns in daily routines. Begins to remember their way around familiar environments.</p> <p>Completes insert puzzles and pushes objects through different shaped holes.</p> <p>Enjoys using blocks to create their own simple structures and arrangements.</p> <p>Explores differences in size, length, weight and capacity (filling and emptying containers).</p>	<p><i>Knows and responds to some spatial and positional language.</i></p> <p><i>Is beginning to understand some talk about immediate past and future.</i></p> <p>Explores how things look from different viewpoints including things that are near or far away.</p> <p>Completes simple puzzles. Recognises when two objects have the same shape. Is interested in what happens next using the pattern of everyday routines.</p> <p>Can compare sizes, weight, length and capacity in their everyday play.</p>	<p><i>Understands and is beginning to use language of position and direction.</i></p> <p>Uses informal language to describe shape and knows some common shape names.</p> <p>Chooses items based on their shape which are appropriate for the child's purpose.</p> <p>Shows awareness of shape similarities and differences between objects.</p> <p>Recalls a sequence of events in everyday life and stories. Explores and adds to simple linear patterns of two or three repeating items (AB/ABC pattern).</p> <p>Joins in simple patterns with sounds, objects, games and movement, predicting what comes next.</p>	<p><i>Knows, understands and uses everyday language to talk about and compare shape and size.</i></p> <p>Can identify and continue a simple repeating pattern.</p>
	<p>Vocabulary</p> <p>big, little, small, build, stack</p>	<p>Vocabulary</p> <p>in, on, under, near far same, different</p> <p>heavy, full, empty</p>	<p>Vocabulary</p> <p>behind, in front, next to</p> <p>long, short, round, flat</p> <p>first, next, last,</p> <p>same, pattern, shape, different</p>	<p>Vocabulary</p> <p>small, curved, straight line, corner, flat</p>

Understanding of the World

	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Past and Present	<p>Recognises key people in their own lives.</p> <p>Develops a sense of belonging to their family and their key carer.</p> <p>Has a sense of own immediate family and relations and pets.</p>	<p>Talks about their immediate family and their role in the family.</p> <p>Listens to family stories.</p> <p>Shares past family experiences.</p> <p>Shares and understands how they have grown and changed.</p> <p>Can explore changes over time.</p>	<p>Begins to make sense of their own life-story and family's history.</p>	<p>Has an awareness of how they have grown over time.</p> <p>Can talk about their family in detail and the relationships within the family.</p>
	<p>Vocabulary</p> <p>Mum(my), Dad(dy)</p>	<p>Vocabulary</p> <p>Mum(my), Dad(dy), nan/nanny/Grandma, Grandad, me, birthday, brother, sister</p>	<p>Vocabulary</p> <p>family, aunty, uncle</p>	<p>Vocabulary</p> <p>baby, child, adult, grow/ing, young, old</p>
People, Culture and Communities	<p><i>Knows that there are similarities and differences between people.</i></p> <p>Can make connections between the features of their family and other families.</p> <p>Enjoys stories, photographs, videos about people and nature.</p> <p>In pretend play imitates everyday actions and events from own family and cultural background.</p>	<p><i>Knows about family celebrations.</i></p> <p><i>Knows about events celebrated by different groups of people.</i></p> <p><i>Is beginning to know why we celebrate different events e.g., Easter/Diwali.</i></p> <p><i>Knows about people who help us and how they help us.</i></p>	<p><i>Knows and shows interest in different occupations.</i></p> <p><i>Knows that there are different countries in the world and can talk about the differences they have experienced or seen in photos</i></p> <p>Continues to develop and show positive attitudes about the differences between people.</p>	<p><i>Knows the relationships within their own family.</i></p> <p>Can talk about their family in detail and identify relationships within the family.</p> <p>Talks about the world around and the people and places that are familiar.</p>
	<p>Vocabulary</p> <p>birthday</p>	<p>Vocabulary</p> <p>birthday, celebrations: Diwali, Easter, Christmas, Eid, Ramadam</p>	<p>Vocabulary</p> <p>family, country, sea, beach, forest, jungle</p> <p>different, same,</p>	<p>Vocabulary</p> <p>family names, home, holiday, old, young</p>

The Natural World	<p>Explores and responds to different natural ,phenomena in their setting and on trips.</p> <p>Explores natural materials, indoors and outside.</p> <p>Explores materials with different properties.</p> <p>Repeats actions that have an effect.</p>	<p><i>Knows simple animal life cycles.</i></p> <p><i>Understands and talks about taking care of the world around us.</i></p> <p>Uses senses to explore changes in weather and seasons.</p> <p>Explores growing seeds and taking care of plants.</p>	<p><i>Understands the key features of the life cycle of a plant and an animal.</i></p> <p><i>Begins to understand the need to respect and care for the natural environment and all living things</i></p> <p>Uses all their senses in hands-on exploration of natural materials.</p> <p>Explores the natural environment and talks about the differences and the changes they notice.</p>	<p><i>Knows that the weather changes.</i></p> <p><i>Knows the difference between hot and cold weather.</i></p> <p><i>Knows the features of their immediate environment.</i></p> <p>Explores the natural environment and talks about the differences and the changes they notice, using a wide vocabulary.</p> <p>Recognises change and can describe what is happening.</p>
	<p>Vocabulary</p> <p>inside, outside</p>	<p>Vocabulary</p> <p>born, hatch, cold, hot, wet, dry, plant, grow</p>	<p>Vocabulary</p> <p>change, see, smell, hear, feel, same, different, change</p>	<p>Vocabulary</p> <p>weather, cold, hot, melt, frozen, wet, dry, sunny, tree, flower, inside, outside Seasons: Autumn, Winter, Spring, Summer</p>

Expressive Arts and Design

	2-Year-Old Checkpoint	Rising 3 Checkpoint	Rising 4 Checkpoint	End of Summer Term Checkpoint
Creating with Materials	<p>Makes simple models and makes marks which express their ideas.</p> <p>Explores and manipulates different materials, using all their senses to investigate them.</p> <p>Explores paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explores and experiments with a range of media and movement through multi-sensory exploration and expression.</p>	<p><i>Knows the names of colours.</i></p> <p>Can join different materials together.</p> <p>Can create closed shapes with continuous lines.</p> <p>Is beginning to include details on drawings.</p> <p>Can represent feelings, noises and movements through drawing.</p> <p>Explores different materials freely.</p>	<p><i>Knows what tools can be used to join different materials.</i></p> <p>Begins to develop complex stories using small world, construction kits and blocks.</p> <p>Makes choices about which materials and textures to use when creating and developing their own ideas.</p> <p>Draws with increasing complexity and detail.</p> <p>Shows different emotions in their drawings and paintings.</p> <p>Explores colour mixing.</p>	<p><i>Knows that different materials can be joined together</i></p> <p><i>Know how to create enclosed shapes and continuous lines</i></p> <p>Uses a range of different techniques and variety of materials, e.g., paint, collage.</p> <p>Can cut continuously with scissors to make lines or snips. Uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p>
	<p>Vocabulary</p> <p>fingers, push, pinch, roll, paint, draw, make</p>	<p>Vocabulary</p> <p>colour names, cut, join, tape, glue, stick</p>	<p>Vocabulary</p> <p>mix, change, light, dark, join, connect, smooth, shiny, rough</p>	<p>Vocabulary</p> <p>line, shape, pattern, colour, build, snip</p>

Being Imaginative and Expressive	<p>Can take part in simple pretend play.</p> <p>Uses their imagination as they consider what they can do with different materials.</p> <p>Enjoys and takes part in action songs.</p> <p>Explores a range of sound-makers and instruments and play them in different ways.</p>	<p>Joins in with simple repetitive rhymes and songs.</p> <p>Explores sounds that can be made from instruments and creates their own songs.</p> <p>Can follow signals/instructions when playing instruments (play and stop).</p> <p>Responds to different pieces of music.</p>	<p>Responds to what they have heard, expressing their thoughts and feelings.</p> <p>Can remember and sing entire songs.</p> <p>Can sing the pitch of a tone sung by another person ('pitch match').</p> <p>Can create their own songs or improvise a song around one they know.</p> <p>Plays instruments with increasing control to express their ideas.</p> <p>Takes part in simple pretend play, using an object to represent something else.</p>	<p><i>Knows some familiar nursery rhymes.</i></p> <p><i>Knows how to engage in more complex pretend play, using an object to represent something else even though they are not similar.</i></p> <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, sometimes playing with others to develop storylines.</p>
	<p>Vocabulary</p> <p>Sing, sound, shake, tap</p>	<p>Vocabulary</p> <p>go, play, stop, beat, fast, slow</p>	<p>Vocabulary</p> <p>listen, beat, copy, loud, quiet, fast, pretend</p>	<p>Vocabulary</p> <p>rhyme, song, instrument, story</p>