



St Lawrence Primary School EYFS – Little Lawrences Progression

Children happily facilitate the planning of high-quality learning experiences through the careful observation of their individuality, interests and needs. As such, they are able to grow and develop in a nurturing and stimulating environment where they are able to 'soar on wings like eagles'.

Progression of Communication and Language Development

Skill	Autumn Term	Spring Term	Summer Term	Goals
Listening, Attention and Understanding 	<ul style="list-style-type: none"> • To focus for a while although can be easily distracted. • To concentrate intently on an activity of their own choosing for a short period. • To engage in pretend play. • To understand and act on longer sentences. • To listen to a simple story with the help of pictures. 	<ul style="list-style-type: none"> • To understand simple questions: who, what, where but generally not why. • To understand simple sentences. • To listen to a simple story with the help of pictures. • To understand and act on longer sentences. • To respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box." 	<ul style="list-style-type: none"> • To know lots of stories. • To retell a longer story. • To enjoy longer stories and can remember much of what happens. • To pay attention although may find it difficult to pay attention to more than one thing at a time. • To listen to others 1-2-1 or small groups when the conversation interests them. • To be able to follow simple instructions. • To show an understanding of prepositions such as under, on top or behind. • To respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box." 	<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 although this can be difficult.</p> <p>Understands a question or instruction that has two parts.</p> <p>Understands 'why' questions.</p>
Speaking 	<ul style="list-style-type: none"> • To try speaking to an adult although may become frustrated when they cannot make themselves understood. • To start to say how they feel using simple words and actions/gestures. • To talk but may just flit from topic to topic. • To use speech sounds p, b, m, w but may still be learning to pronounce l, r, 	<ul style="list-style-type: none"> • To use a wider range of words. • To sing a lot of songs. • To start a conversation. • To join in with repeated refrains in rhymes and stories. • To try and use the correct tense although may muddle them up, e.g., "I <u>bringed</u> a bag." 	<ul style="list-style-type: none"> • To use a wider range of words. • To sing a lot of songs. • To use the 'why' question. • To try and use the correct tense although may muddle them up, e.g., "I <u>bringed</u> a bag." • To use longer sentences of 4-6 words. • To express their point of view. 	<p>Uses a wider range of vocabulary.</p> <p>Sings a large repertoire of songs.</p> <p>Knows many rhymes.</p> <p>Is able to talk about familiar books and is able to tell a long story.</p> <p>May continue to have problems with irregular tenses and plurals, such as</p>

w, y, f, th and have difficulty with words like 'banana'.

- To start a conversation.
- To use words to problem-solve and organise their thoughts.
- To join in with repeated refrains in rhymes and stories.

'runned' for 'ran', 'swimmed' for 'swam'.

May have problems saying some sounds and multi-syllabic words.

Uses longer sentences of four to six words.

Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Starts a conversation with an adult or a friend and continues it for many turns.

Uses talk to organise themselves and their play.

Progression of Personal, Social and Emotional Development

Skill	Autumn Term	Spring Term	Summer Term	Goals
<p>Self-Regulation</p> 	<ul style="list-style-type: none"> • To find ways to calm themselves and/or be calmed by a familiar adult. • To express a range of emotions. • To begin to have a sense of who they are. • To begin to self-regulate during transition times but may struggle. • To begin to show 'effortful control', beginning to wait rather than grab. 	<ul style="list-style-type: none"> • To begin to explore a range of emotions. • To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they feel. • To begin to understand how others are feeling. • To begin to show 'effortful control', beginning to wait rather than grab. 	<ul style="list-style-type: none"> • To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. • To begin to solve conflicts. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they feel. • To begin to understand how others are feeling. 	<p>Finds solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important. Remembers rules without needing an adult to remind them.</p> <p>Develops appropriate ways of being assertive. Talks with others to solve conflicts.</p> <p>Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>

Managing Self



- To play with increasing confidence.
- To grow in independence – “Me do it.”
- To have high levels of wellbeing and involvement.
- To use the toilet with support and increasing independence.

- To self-select activities and seek help if necessary.
- To have high levels of wellbeing and involvement.
- To grow in independence – “Me do it.”

- To self-select activities and seek help if necessary.
- To have high levels of wellbeing and involvement.
- To grow in independence – “Me do it.”

Selects and uses activities and resources, with help when needed.

Develops their sense of responsibility and membership of a community.

Becomes more outgoing with unfamiliar people, in the safe context of their setting.

Shows more confidence in new social situations.

Is increasingly independent in meeting their own care needs. Makes healthy choices about food, drink, activity and tooth brushing.

Building Relationships



- To engage through gesture and gaze.
- To notice and ask about difference, e.g., skin colour.
- To begin to develop friendships with others.
- To enjoy playing alone, alongside and with others.

- To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time.
- To be more confident in social situations.
- To seek out companionship with adults and other children.
- To enjoy playing alone, alongside and with others.
- To invite others to play and attempt to join in others’ play.

- To become more confident and outgoing with unfamiliar and changes in routine.
- To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time.
- To enjoy playing alone, alongside and with others.
- To invite others to play and attempt to join in others’ play.
- To play with one other or more children, extending and elaborating ideas.

Plays with one or more other children, extending and elaborating play ideas.

Understands gradually how others might be feeling.

Progression of Physical Development

Skill	Autumn Term	Spring Term	Summer Term	Goals
<p>Gross Motor Skills</p> 	<ul style="list-style-type: none"> • To independently use a range of appropriate resources (crawl in tunnels, use Lego etc). • To run, jump, climb and begin to use stairs independently. • To sit on push-along toys, scooters and trikes. • To develop their manipulation and control, exploring different tools and materials. 	<ul style="list-style-type: none"> • To want to be increasingly independent, e.g. dressing and undressing. • To know that their playing is developing their body, "Biggest bendy bits to smallest." • To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. • To begin to throw and release objects overarm. • To participate in finger and action rhymes. • To walk a greater distance. • To roll, crawl, jump and run. • To use large movements, e.g. with ribbons. • To self-select things that they want to use. • To work with others, e.g., to move a big box. • To create lines and circles, pivoting from the shoulder and elbow. • To have explored Dough Gym to include low-load control. • To develop their shoulder, elbow and wrist pivot. 	<ul style="list-style-type: none"> • To developing their proprioception and control of their body - body movements, use of space and fundamental movement abilities. • To develop their hand/eye coordination. • To develop their movements to balance, ride and use balls. • To climb using alternate feet, including climbing stairs. • To balance on one leg, momentarily. • To hop, skip and climb. • To begin to work in a team or group. • To increasingly remember a sequence of movements related to rhythm and rhyme. • To understand how to use equipment safely. • To grasp and release with two hands to throw and catch a large ball. • To comfortably hold a pencil, pen or paintbrush. 	<p>Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Goes up steps and stairs, or climbs up apparatus, using alternate feet.</p> <p>Skips, hops, stands on one leg and holds a pose for a game like musical statues.</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Starts taking part in some group activities which they make up for themselves or in teams.</p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Matches their developing physical skills to tasks and activities in the setting.</p> <p>Chooses the right resources to carry out their own plan.</p> <p>Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks.</p>

Fine Motor Skills



- To develop their manipulation and control, exploring different tools and materials.
- To maybe pick up objects with a Palmer Grip.
- To sit comfortably and hold scissors in their preferred hand.
- To open and close the scissors smoothly with no paper to cut.

- To use large and small motor skills to do things independently - zips, buttons, pour drinks etc.
- To point with their first finger, sharing their attention with an adult.
- To participate in finger and action rhymes.
- To self-select things that they want to use.
- To use one-handed tools and equipment - snipping with scissors with support.
- To show the 'thumb up' of holding scissors.
- To make one simple snip on a piece of paper, initially with support and then independently.
- To experiment with mark making and emergent writing.

- To understand how to use equipment safely.
- To use one-handed tools and equipment - snipping with scissors independently.
- To hold mark making tools with thumb and all fingers.
- To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting.
- To cut a straight and curved line.
- To cut a circle, square and complex shape.
- To have a dominant hand.
- To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation.

Uses one-handed tools and equipment, for example, making snips in paper with scissors.

Uses a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.

Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Progression of Literacy

Skill	Autumn Term	Spring Term	Summer Term	Goals
Comprehension	<ul style="list-style-type: none"> • To enjoy sharing books with adults. • To repeat words and phrases. • To ask questions about simple stories. • To touch and handle books and digital devices. • To notice pictures and symbols and begin to recognise what they stand for. 	<ul style="list-style-type: none"> • To have favourite stories they love to share. • To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play. • To handle a book carefully. • To maybe engage with print around them - digital and media texts. • To talk about stories. 	<ul style="list-style-type: none"> • To use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard. • To be increasingly familiar with a storyline and increasingly predict when they work with memorable texts. • To become an oral storyteller and re-enact a text. These skills help them to develop a growing awareness of what is involved for being able to read themselves. 	<p>Understands that print has meaning, it can have different purposes, and we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.</p>

Word Reading



cat

Phonics

Environmental sounds

- Listen to and identify environmental sounds
- Use the voice to sing at different volumes
- Guess and make animal noises

Instrumental sounds

- Listen to and identify instrumental sounds
- Remember and repeat rhythms
- Copy loud and quiet sounds

- Listen attentively.
- Explore and experiment with sounds and words.
- Distinguishing between different sounds in the environment and sounds in words (phonemes).
- To sing songs independently.
- To enjoy songs and rhymes.
- To notice some print.
- To enjoy rhythmic and musical activities.
- To play percussion instruments.

Phonics

Body percussion

- Perform songs with actions
- Identify body sounds
- Use the voice to make sounds
- Move the body in response to an instrument

Rhythm, rhyme & alliteration

- Join in with story phrases and perform actions
- Move in time to a beat
- Continue a rhyming string
- Recognise some initial sounds, e.g. box /b/
Identify people or objects beginning with a given sound

- To develop understanding of rhyme and alliteration and the rich rhythm of stories.
- To discriminate phonemes.
- To talk about and join in with stories, poems, rhymes and new vocabulary.
- To be a 'beginner reader' – they may not access print independently and need to be immersed in a language rich environment, exploring different texts and beginning to develop their understanding of the skills they need to read and begin to see that there are different strategies they can use as they develop their reading skills.

- To use picture cues and their understanding of the patterns of language remembered from hearing a book read aloud.

Phonics

Voice sounds

- Make sounds with the voice and practise robot talk, e.g. c-a-t
- Describe voice sounds, e.g. loud, quiet, high, low
- Use the voice to add sounds to a story

Oral segmenting & blending

- Understand 'sound talk' words that are segmented, e.g. c-oa-t
- Sound out and clap CVC words
- Count phonemes in a word, e.g. b-i-g (1, 2, 3)
Identify objects with 3 phonemes, e.g. f-i-sh

- To show an awareness of rhyme and alliteration.
- To reproduce audibly, the phonemes they hear, in order, all through the word.
- To use sound-talk to segment words into phonemes.
- To begin to orally blend phonemes.
- To enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery.
- To understand the 5 Key concepts of print:
 1. Print has meaning;
 2. Print can have different purposes;

Develops their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.

Engages in extended conversations about stories, learning new vocabulary.

		<ul style="list-style-type: none"> • To enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery. • To begin to understand the 5 Key concepts of print: <ol style="list-style-type: none"> 1. Print has meaning; 2. Print can have different purposes; 3. We read English text from left to right and from top to bottom; 4. The names of the different parts of a book; 5. The page sequencing. 	<ol style="list-style-type: none"> 3. We read English text from left to right and from top to bottom; 4. The names of the different parts of a book; 5. The page sequencing. <ul style="list-style-type: none"> • To be immersed in Phase 1 activities of Letters and Sounds and show their phonological awareness by: <ol style="list-style-type: none"> 1. Spotting and suggesting rhymes; 2. Counting/clapping syllables in a word; 3. Recognising words with the same initial sound, e.g., money and Mummy; 4. Having some awareness of rhyme and alliteration; 5. Hearing and saying initial sounds in words. • To know a few core words, letter names and/or sounds, especially any of personal significance. • To have not yet developed the strategies to lift the words off the page. • Over time, to play a more active role in 'reading'. 	
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Writing

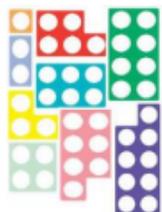


<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To enjoy the sensory experience of making marks. • To distinguish between the marks that they make. • To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. • To enjoy free drawing. • To copy movements. 	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To imitate adults' writing by making continuous lines circles or shapes. • To identify the initial letter of their name. • To begin to make letter type shapes to represent the initial sound of their name. 	<ul style="list-style-type: none"> • To write some of or their entire name. • To write some letters accurately. • To show an interest in words and illustrations in the environment. • To begin to navigate apps and websites on digital media using drop down menus. • To show an interest in letters on a keyboard and begin to make letter type shapes to represent the initial sound of their name and other familiar words. 		<p>Uses some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy.</p> <p>Writes some or all of their name.</p> <p>Write some letters accurately.</p>
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Progression of Mathematics

Skill	Autumn Term	Spring Term	Summer Term	Goals
<p style="text-align: center;">Number</p> 	<ul style="list-style-type: none"> • To combine objects. • To take part in finger number rhymes. • To react to changes in a group up to 3. • To show counting like behaviour. • To count in everyday contexts but may miss out or muddle number sequences. • To notice numbers around them, both inside and out. • To develop an awareness of numbers through rhymes and in their surroundings. • To maybe enjoy counting verbally as far as they can go. 	<ul style="list-style-type: none"> • To give 2 or 3 objects from a group. • To begin to count on their fingers. • To point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. • To use some number names in play and be fascinated with big numbers. • To begin to recognise numerals 0-10. • To solve everyday problems to 5. • To recite numbers beyond 5. • To have fast recognition of up to 3 objects. • To begin to understand that each counting number is one more than the one before. 	<ul style="list-style-type: none"> • To compare groups of up to 5 objects. • To show finger numbers to 5. • To know the 'cardinal principle' - the last number reached when counting tells them how many there are in total. • To link numerals and amounts, e.g., show 4 fingers. • To experiment with their own marks for numbers. • To subitise to 3 with no need to count them. • To begin to know that a bigger number can be created out of smaller numbers. • To begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities. 	<p>Develops fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Recites numbers past 5. Says one number for each item in order: 1,2,3,4,5. Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Shows 'finger numbers' up to 5.</p> <p>Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Experiments with their own symbols and marks as well as numerals.</p> <p>Solves real world mathematical problems with numbers up to 5.</p> <p>Compares quantities using language: 'more than', 'fewer than'.</p>
			<ul style="list-style-type: none"> • To separate a group of objects in different ways and know that the total is still the same. • To understand the 'order relevance' principle that the order they count the objects in is irrelevant; there will still be the same number. 	

Numerical Patterns



- To note patterns.
- To show an interest in patterns, songs and rhymes.

- To begin to predict what might happen in a predictable situation.
- To talk about patterns around them.
- To join in with simple patterns in rhymes, games, dances, stories and predict what may come next.

- To extend a simple ABABAB pattern.
- To notice and correct an error in a simple pattern.
- To explore repeating patterns in everyday objects.

Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper.

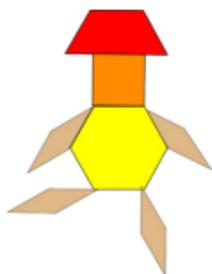
Uses informal language like 'pointy', 'spotty', 'blobs', etc.

Extends and creates ABAB patterns – stick, leaf, stick, leaf.

Notices and corrects an error in a repeating pattern.

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

Shape, Space & Measure



- To have some spatial awareness, e.g., climbing into a space, doing a puzzle.
- To enjoy exploring spaces around them.
- To begin to put objects inside each other.
- To use their body to explore spaces.
- To begin to know their way around familiar environments.
- To explore shapes around them in their play.
- To choose puzzle pieces and try to fit them in.
- To make simple constructions.

- To respond to spatial and positional language.
- To explore how things look from different views, points, near and far.
- To explore different shapes and sizes.
- To recognise when two shapes are the same.
- To compare sizes.
- To compare amounts and use words like 'lots' and 'more'.
- To explore the difference in weight, length, size and capacity.
- To attempt to make arches and enclosures in their play with construction sets.

- To respond to and use the language of direction.
- To use position.
- To describe a familiar route.
- To use words like 'in front of' and 'behind'.
- To show an awareness of shape similarities and differences in objects.
- To enjoy partitioning and combining 2D and 3D shapes, making new shapes.
- To talk about and explore 2D and 3D shapes, talk about their names and some properties.
- To combine shapes in play.

Talks about and explores 2D and 3D shapes using informal and mathematical language, e.g. 'sides', 'corners'; 'straight', 'flat', 'round'.

Understands position through words alone, e.g. "The bag is under the table," – with no pointing.

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

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

Selects shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc.

Combines shapes to make new ones, e.g. an arch, a bigger triangle, etc.

- To begin to anticipate times of the day.
- To use items based on their shape for use in their play.
- To respond to common shape names.
- To select appropriate shapes for building.

- To find longer, shorter, heavier, lighter, more/less full of items in meaningful experiences.
- To compare quantities and use language like 'more than'.
- To compare objects, size, length, weight and capacity.
- To begin to describe a sequence of events, real or fictional using words like first... next... etc.
- To recall the sequence of events in everyday life and stories.



Progression of Understanding the World

Skill	Autumn Term	Spring Term	Summer Term	Goals
<p>Past & Present</p> 	<ul style="list-style-type: none"> • To begin to make sense of their own life-story and family history. • To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> • To begin to make sense of their own life-story and family history. • To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> • To enjoy playing with small world, building on their first-hand experiences. • To know there are different countries in the world and talk about the differences they have experienced or seen in photos. • To comment and ask questions about their world such as the place where they live. 	<p>Begins to make sense of their own life-story and family's history.</p> <p>Shows interest in different occupations.</p> <p>Explores how things work.</p>

People, Culture & Communities



- To make connections between the features of their family and other families.
- To notice differences between people.
- To be curious and show an interest in stories about people or animals.
- To enjoy looking at photographs of themselves and other familiar people.
- To begin to make their own friends.
- In pretend play, to imitate everyday actions and events from their own family and cultural background.

- In pretend play, to imitate everyday actions and events from their own family and cultural background.
- To enjoy looking at photographs of themselves and other familiar people.

- To be interested in different occupations.
- To continue to develop a positive attitude about the differences between people.
- To know there are different countries in the world and talk about the differences they have experienced or seen in photos.
- To comment and ask questions about their world such as the place where they live.

Continues developing positive attitudes about the differences between people.
Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.

The Natural World



- To explore and respond to their environment, natural phenomena and natural materials.
- To use their senses.
- To explore materials.
- To talk about what they see using a wide vocabulary.

- To talk about what they see using a wide vocabulary.
- To know that things can be used in different ways.
- To talk about some of the things they have observed such as plants, animals and natural objects.
- To talk about materials and changes they notice.

- To explore how things work.
- To plant and care for seeds and plants.
- To understand the life-cycle of a plant and animal.
- To talk about materials and changes they notice.
- To begin to understand the need to respect and care for the world.
- To explore and talk about different forces they can feel.

Uses all their senses in hands-on exploration of natural materials.
Explores collections of materials with similar and/or different properties.
Talks about what they see, using a wide vocabulary.
Plants seeds and cares for growing plants.
Understands the key features of the life cycle of a plant and an animal.
Begins to understand the need to respect and care for the natural environment and all living things.
Explores and talks about different forces they can feel.
Talks about the differences between materials and changes they notice.

Progression of Expressive Arts and Design

Skill	Autumn Term	Spring Term	Summer Term	Goals
<p data-bbox="45 178 229 244">Creating with Materials</p> 	<ul style="list-style-type: none"> • To start to make marks intentionally. • To maybe give meaning to the marks they make. • To engage in pretend play. • To explore colours. • To create using small world and construction. • To show a range of emotions in their drawings. 	<ul style="list-style-type: none"> • To use their senses to explore different materials. • To make simple models and talk about them. • To explore colours. • To take part in pretend play. • To create using small world and construction. • To join materials and explore textures. • To show a range of emotions in their drawings. • To explore colours and colour mixing. • To respond to their senses. 	<ul style="list-style-type: none"> • To begin to develop stories using small world and equipment. • To explore using 2D and 3D structures. • To freely explore different materials and think about how they may use them. • To develop their own ideas. • To create closed shapes with continuous lines. • To draw with increasing complexity and detail. • To use their drawings to represent ideas like movements and loud noises. • To respond to their senses. 	<p data-bbox="1618 178 2022 297">Takes part in simple pretend play using an object to represent something else even though they are not similar.</p> <p data-bbox="1618 318 1991 436">Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p data-bbox="1618 458 2032 576">Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p data-bbox="1618 598 2022 686">Explores different materials freely to develop their ideas about how to use them and what to make.</p> <p data-bbox="1618 708 1991 796">Develops their own ideas and then decides which materials to use to express them.</p> <p data-bbox="1618 818 2022 869">Joins different materials and explores different textures.</p> <p data-bbox="1618 891 2032 979">Creates closed shapes with continuous lines and begins to use these shapes to represent objects.</p> <p data-bbox="1618 1001 2032 1089">Draws with increasing complexity and detail such as representing a face with a circle and including details.</p> <p data-bbox="1618 1110 2022 1162">Uses drawing to represent ideas like movement or loud noises.</p> <p data-bbox="1618 1183 2032 1272">Shows different emotions in their drawings and paintings like happiness, sadness, fear, etc.</p> <p data-bbox="1618 1293 1991 1316">Explores colour and colour mixing.</p>

Being Imaginative & Expressive



- To respond emotionally and physically to music.
- To move and dance to music.
- To explore their voice.
- To enjoy songs and rhymes.
- To explore different sound makers.
- To create sound effects and movements, e.g., the sound of a car.
- To use words to describe sounds and music.
- To enjoy taking part in action songs.

- To make rhythmical and repetitive sounds.
- To enjoy taking part in action songs.
- To move, sing and listen whilst playing instruments.
- To listen with increased attention to sounds.
- To enjoy songs and rhymes.
- To explore different sound makers.

- To maybe create their own songs.
- To sing loudly.
- To 'pitch match'.
- To play a range of instruments with increasing control, expressing their ideas and feelings/emotions.
- To create sounds, movements and drawings to accompany stories.

Shows different emotions in their drawings – happiness, sadness, fear, etc.

Listens with increased attention to sounds.

Responds to what they have heard, expressing their thoughts and feelings.

Remembers and sings entire songs.

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

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

Creates their own songs or improvises a song around one they know.

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