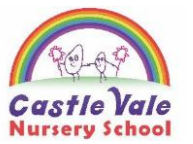


NF (Nursery Foundation)	N0	N1	N2
<b>Communication and Language</b>			
<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>• Able to focus and sustain attention for a range of attention building activities that are based on exploratory and sensory experiences, e.g. coloured water pouring. (AA)</li> </ul>	<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>• Shift from one task to another if you get their attention</li> </ul>	<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> </ul>	<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
<b>Understanding</b> <ul style="list-style-type: none"> <li>• Understands frequently used words. (I Can.)</li> </ul>	<b>Understanding</b> <ul style="list-style-type: none"> <li>• Developing understanding of simple concepts (e.g. big/little)</li> </ul>	<b>Understanding</b> <ul style="list-style-type: none"> <li>• Understand simple questions about who, what, where but generally not why</li> </ul>	<b>Understanding</b> <ul style="list-style-type: none"> <li>• Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Following Instructions</b> <ul style="list-style-type: none"> <li>• Understands and follows simple instructions in context – for example, “Mark, ball”, “Jessica coat” (EYDJ)</li> <li>• When asked, can show simple body parts, by pointing at them on self or others, for example, hair, eyes, ears or nose. (EYDJ)</li> </ul>	<b>Following Instructions</b> <ul style="list-style-type: none"> <li>• Understands and act on longer sentences</li> </ul>	<b>Following Instructions</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Following Instructions</b> <ul style="list-style-type: none"> <li>• Show an ability to follow instructions involving several ideas or actions.</li> </ul>
<b>Songs and Rhymes</b> <ul style="list-style-type: none"> <li>• Enjoys nursery rhymes (simple songs and stories) and shows they are listening by trying to join in with actions or sounds (EYDJ)</li> </ul>	<b>Songs and Rhymes</b> <ul style="list-style-type: none"> <li>• Joins in with songs and rhymes copying sounds, rhythms, tunes and tempo (DM)</li> <li>• Beginning to know some rhymes</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Have favourite rhymes and seek them out, to share with an adult, with another child, or to look at alone.</li> </ul>	<b>Songs and Rhymes</b> <ul style="list-style-type: none"> <li>• Remember and sing entire songs (EAD)</li> </ul>	<b>Songs and Rhymes</b> <ul style="list-style-type: none"> <li>• Create own songs or improvise a song around one they know (EAD)</li> </ul>
<b>Stories</b> <ul style="list-style-type: none"> <li>• Enjoys sharing a range of books with an adult (DM)</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>• Beginning to talk about familiar books</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>• Develop play around favourite stories using props</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Ask simple what questions about the book</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• 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</li> </ul>

			<ul style="list-style-type: none"> <li>• Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Engage in extended conversations about stories, learning new vocabulary (DM)</li> </ul>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses different single words to comment on what is happening, for example, says "bird" if they see one in the garden. (EYDL)</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses simple sentences (e.g.' Mummy goina work.').</li> <li>• Start to say how they are feeling using single words as well as actions</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary</li> <li>• Start to develop conversation often jumping from topic to topic</li> <li>• Links up to 5 words together</li> <li>• Uses longer sentences of four to six words</li> <li>• Using pronouns (me, him, she) and using plurals and prepositions (in, on under. May not always be used correctly.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Hold conversations when engaged in back and forth exchanges with peers</li> <li>• Be able to express a point of view to debate when they disagree with an adult or a friend using words as well as actions.</li> </ul>

NF	NO	N1	N2
<b>Personal, Social and Emotional Development</b>			
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Uses comfort toy or object to calm self (EYDJ)</li> <li>• Is aware of other people's feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice. (EYDJ)</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Is gradually learning that actions have consequences but not always the consequences the child hopes for.</li> <li>• Welcomes and values praise for what they have done.</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> </ul>
<b>Behavioural expectations</b> <ul style="list-style-type: none"> <li>• Responds to a small number of boundaries with encouragement and support (EYDJ)</li> </ul>	<b>Behavioural expectations</b> <ul style="list-style-type: none"> <li>• Shows understanding and cooperates with some boundaries and routines</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> </ul>	<b>Behavioural expectations</b> <ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> </ul>	<b>Behavioural expectations</b> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>
<b>Being responsible and independent</b> <ul style="list-style-type: none"> <li>• Shows growing self-confidence through playing freely and with involvement.</li> </ul>	<b>Being responsible and independent</b> <ul style="list-style-type: none"> <li>• Expresses own preferences and decisions. They also try new things and start establishing their autonomy.</li> </ul>	<b>Being responsible and independent</b> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Takes responsibility for looking after resources in the environment.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>	<b>Being responsible and independent</b> <ul style="list-style-type: none"> <li>• Encourages others to take responsibility for looking after resources in the environment and leads by example</li> <li>• They say when they do or don't need help.</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Show resilience and perseverance in the face of challenge (DM)</li> <li>• Recognises that they belong to different communities, cultures, faiths and social groups and communicates freely about own home and community</li> </ul>
			<b>Healthy food choices and lifestyle</b> <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and tooth brushing</li> <li>• Manage their own basic hygiene and personal needs, including dressing and going to the toilet.</li> </ul>
<b>Toileting</b> <ul style="list-style-type: none"> <li>• Signals (non-verbal gesture or verbally) wet or soiled nappy or pants (EYDJ)</li> </ul>	<b>Toileting</b> <ul style="list-style-type: none"> <li>• Learn to use the toilet with help and then independently.</li> </ul>	<b>Toileting</b> <ul style="list-style-type: none"> <li>• Uses the toilet independently.</li> </ul>	<b>Toileting</b> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing and going to the toilet.</li> </ul>
<b>Building relationships</b> <ul style="list-style-type: none"> <li>• Asks for more of an activity, for example by using voice or hands.</li> </ul>	<b>Building relationships</b> <ul style="list-style-type: none"> <li>• Starting to enjoy the company of other children</li> </ul>	<b>Building relationships</b>	<b>Building relationships</b>

# Castle Vale Nursery School Intent Statements



<ul style="list-style-type: none"><li>• Engage with others through gestures, gaze and talk.</li><li>• Uses engagement to achieve a goal, for example gesture towards a cup to say they want a drink (DM)</li></ul>		<ul style="list-style-type: none"><li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li></ul>	<ul style="list-style-type: none"><li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the same game and suggesting other ideas.</li></ul>
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• NF	• N0	• N1	• N2
<b>Physical Development</b>			
<b>Construction</b> <ul style="list-style-type: none"> <li>Builds a tower of 4-6 blocks (SOGS)</li> </ul>	<b>Construction</b> <ul style="list-style-type: none"> <li>Imitates bridge</li> </ul>	<b>Construction</b> <ul style="list-style-type: none"> <li>Making enclosures and creating spaces</li> </ul>	<b>Construction</b> <ul style="list-style-type: none"> <li>Handles construction materials safely and with increasing control and intention</li> </ul>
<b>Large Movement</b> <ul style="list-style-type: none"> <li>Has control of their whole body through continuous practice of large movements such as waving, kicking, rolling, walking, running, crawling and climbing. (DM)</li> </ul>	<b>Large Movement</b> <ul style="list-style-type: none"> <li>Climbs over obstacles.</li> <li>Run well, kick a ball, jump with two feet off the ground at the same time</li> </ul>	<b>Large Movement</b> <ul style="list-style-type: none"> <li>Climb confidently and catch a large ball</li> <li>Can run around, change direction and slow down so they don't bump into things</li> </ul>	<b>Large Movement</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Choose the right resources to carry out their own plan. For example choosing a spade to enlarge a small hole they dug with a trowel</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>
<b>Moving Rhythmically</b> <ul style="list-style-type: none"> <li>Enjoys listening to action songs</li> </ul>	<b>Moving Rhythmically</b> <ul style="list-style-type: none"> <li>Clap and stamp to music. Joins in physically with action songs. Moves whilst singing.</li> </ul>	<b>Moving Rhythmically</b> <ul style="list-style-type: none"> <li>Moves in response to music, or rhythms played on instruments such as drums or shakers</li> </ul>	<b>Moving Rhythmically</b> <ul style="list-style-type: none"> <li>Explores familiar choreographed dances e.g. imitates dance and movements with associated pop songs</li> </ul>
<b>Getting Dressed</b> <ul style="list-style-type: none"> <li>Takes off easily removed clothes, for example socks. (EYDJ)</li> </ul>	<b>Getting Dressed</b> <ul style="list-style-type: none"> <li>Show an increasing desire to be independent and dress or undress</li> </ul>	<b>Getting Dressed</b> <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed for example putting coats on and doing up zips</li> </ul>	<b>Getting Dressed</b> <ul style="list-style-type: none"> <li>Manage their own personal needs, including dressing.</li> </ul>
<b>Using Tools</b> <ul style="list-style-type: none"> <li>Explores different materials and tools (DM)#</li> <li>Holds pen or crayon using a whole hand, palmer grasp and scribbles with different strokes. (EYDJ)</li> </ul>	<b>Using Tools</b> <ul style="list-style-type: none"> <li>Can make circles and lines when drawing</li> </ul>	<b>Using Tools</b> <ul style="list-style-type: none"> <li>Develop manipulation and control e.g. peeling fruit, pouring drinks, getting dressed and undressed.</li> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, snips with scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>Creates lines, circles, and crosses pivoting from the shoulder and elbow</li> </ul>	<b>Using Tools</b> <ul style="list-style-type: none"> <li>Uses a comfortable grip with good control when holding pens and pencils</li> <li>Use a range of small tools effectively, including scissors, paintbrushes and cutlery.</li> </ul>
<b>Using tools to eat and drink with</b> <ul style="list-style-type: none"> <li>Attempts to use an open cup to drink.</li> <li>Attempts to use utensils, can guide towards mouth but food often falls off. (EYDJ)</li> </ul>	<b>Using tools to eat and drink with</b> <ul style="list-style-type: none"> <li>Can hold a cup with two hands and drinks well without spilling</li> <li>Feeds self competently, using a knife and fork with support</li> </ul>	<b>Using tools to eat and drink with</b> <ul style="list-style-type: none"> <li>Start eating independently using a knife and fork</li> </ul>	<b>Using tools to eat and drink with</b> <ul style="list-style-type: none"> <li>Eats independently and uses a knife and fork skilfully</li> </ul>

NF	NO	N1	N2
<b>Literacy</b>			
<b>For Songs and Rhymes, and Stories see statements in Communication and Language</b>			
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Enjoys drawing freely (DM) e.g. using a variety of sensory materials.</li> <li>Holds pen or crayon using a whole hand, palmer grasp and scribbles with different strokes. (EYDJ)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Imitates drawing simple shapes such as circles and lines.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Draws a person's head and one other part.</li> <li>Add some marks to their drawing which they give meaning to. For example "that says Mummy".</li> <li>Make marks on their picture to stand for their name.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Draws a person with a head, trunk, legs and arms</li> <li>Writes some or all of their name</li> <li>Writes some letters accurately</li> <li>Attempts to write other things like labels or captions</li> <li>Use some of their print and letter knowledge in their early writing. For example, writing a shopping list, starting at the top of the page, writing M for Mummy.</li> </ul>
<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Looks at enjoys print</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Pay attention and respond to pictures (DM)</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Beginning to notice some print, such as first letter of name, a bus or door number, or a familiar logo</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>

NF	N0	N1	N2	
<b>Mathematics</b>				
<b>Cardinality</b> <ul style="list-style-type: none"> <li>Can give you one object when asked</li> </ul>	<b>Counting in Sequence</b> <ul style="list-style-type: none"> <li>Take part in finger rhymes with number</li> <li>Develop counting like behaviour such as making sounds, pointing or saying some numbers in sequence</li> </ul>	<b>Counting in Sequence</b> <ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Uses some number names and number language spontaneously</li> <li>Recite numbers past 5</li> </ul>	<b>Counting in Sequence</b> <ul style="list-style-type: none"> <li>Estimates how many objects they can see and checks by counting them</li> </ul>	
<b>Subitising</b> <ul style="list-style-type: none"> <li>React to changes of amount in a group and up to three items.</li> </ul>		<b>Cardinality</b> <ul style="list-style-type: none"> <li>Tagging objects as they count using some number names</li> </ul>	<b>Cardinality</b> <ul style="list-style-type: none"> <li>Link counting with number value 0-3</li> </ul>	<b>Cardinality</b> <ul style="list-style-type: none"> <li>Linking counting with number value 0-5</li> <li>Linking counting with number value 0-10</li> </ul>
		<b>Number recognition and representation</b> <ul style="list-style-type: none"> <li>Uses some number names and number language within play</li> </ul>	<b>Subitising</b> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects without having to count them individually.</li> </ul>	<b>Subitising</b> <ul style="list-style-type: none"> <li>Conceptual subitising – seeing parts of a whole without counting e.g. two groups of two as one group of four</li> </ul>
			<b>Number recognition and representation</b> <ul style="list-style-type: none"> <li>Begin to recognise numerals of personal significance.</li> </ul>	<b>Number recognition and representation</b> <ul style="list-style-type: none"> <li>Recognises numerals 1 to 10.</li> </ul>
			<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Beginning to recognise that each counting number is one more than the one before through number songs</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Says the number that is one more than a given number.</li> <li>Explores number bonds with two groups to 10.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Solve real world mathematical problems with numbers up to 5</li> </ul>
<b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>Enjoys playing with objects of different sizes that go together, for example stacking cups, big/little toys (EYDJ)</li> <li>Matches shape of piece to hole – for example in a shape sorter. (EYDJ)</li> </ul>	<b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>Begins to use mathematical language in play e.g. big, little</li> </ul>	<b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>Compares sizes, weights, etc. using gesture and language</li> </ul>	<b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>Uses shapes in play with a planned outcome in mind, selecting them based on awareness of these properties.</li> </ul>	
<b>Patterns</b> <ul style="list-style-type: none"> <li>Explore a range of different objects and materials</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>Identify similarities and differences in objects through matching</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>Notice patterns and arrange things in patterns</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>Notice and correct an error in a repeated pattern</li> </ul>	
<ul style="list-style-type: none"> <li>Understands familiar routines when supported by visual cues.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate times of the day such as mealtimes or home time</li> <li>Completes puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Understand position through words alone. For example the bag is under the table – with no pointing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional using words such as 'first' and 'then'.</li> </ul>	

NF	N0	N1	N2
Understanding the World			
<p><b>Changes in Material</b></p> <ul style="list-style-type: none"> <li>Actively explores objects using different senses – for example, links together different ways of handling objects, shaking, hitting, looking, feeling, tasting, mouthing, pouring, turning and poking) (EYLJ)</li> </ul>	<p><b>Changes in Material</b></p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties</li> </ul>	<p><b>Changes in Material</b></p> <ul style="list-style-type: none"> <li>Explore how things work</li> </ul>	<p><b>Changes in Material</b></p> <ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice</li> </ul>
<p><b>The World</b></p> <ul style="list-style-type: none"> <li>Explores (natural) materials with different properties)</li> <li>Collect and interact with natural objects (CG)</li> </ul>	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting or on trips</li> <li>Use all their senses in hands on exploration of natural materials</li> </ul>	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>Talk about what they see using a wide vocabulary</li> </ul>	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice</li> </ul>
<p><b>Care and Concern</b></p> <ul style="list-style-type: none"> <li>Looks around with interest when in a room, garden, balcony or park, visually scanning environment for novel, interesting objects and events</li> </ul>	<p><b>Care and Concern</b></p> <ul style="list-style-type: none"> <li>Shows care for living things and the environment</li> </ul>	<p><b>Care and Concern</b></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	<p><b>Care and Concern</b></p> <ul style="list-style-type: none"> <li>Begin to understand and effect their behaviour can have on the environment</li> </ul>
<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Comments on pictures/stories relating to themselves.</li> <li>Has a concept of significant relationships (CG)</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in lives of people who are familiar to them</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and families history</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people</li> <li>Knows that there are different countries in the world – talk about differences they have experienced or seen in photos</li> </ul>



NF	NO	N1	N2
<b>Expressive Arts and Design</b>			
<b>For Songs and Rhymes, see intent statements in Communication and Language</b>			
<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Explore different materials using all their senses to investigate them</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Explores different tools and techniques for joining (e.g. glue different types of tape, different types of joining- hole punch and threading with pipe cleaners)</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Joins different materials and explore different textures</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
<p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>Explores a range of sound makers and instruments and plays with them in different ways.</li> </ul>	<p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>Explores and learns how sounds can be changed</li> </ul>	<p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>Children make music and experiment with ways of changing them</li> </ul>	<p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul>
<p><b>Movement and Dancing</b></p> <ul style="list-style-type: none"> <li>Shows attention to sounds and music</li> <li>Moves the whole body to sounds they enjoy, such as music or a regular beat.</li> </ul>	<p><b>Movement and Dancing</b></p> <ul style="list-style-type: none"> <li>Move and dance to music</li> </ul>	<p><b>Movement and Dancing</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with moving, dancing and ring games</li> </ul>	<p><b>Movement and Dancing</b></p> <ul style="list-style-type: none"> <li>Performs songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music</li> </ul>
<p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>Explores a range of media and materials, experimenting with colour and texture, making movements that leave marks.</li> </ul>	<p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>Explores colour and how colour can be changed</li> </ul>	<p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul>	<p><b>Painting and Drawing</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
<p><b>Imaginative Play</b></p> <ul style="list-style-type: none"> <li>Engages in simple pretend play with soft toys, for example hugs and kisses teddy, or pretends to be asleep by covering self and closing eyes. (EYLJ)</li> </ul>	<p><b>Imaginative Play</b></p> <ul style="list-style-type: none"> <li>Engages in imaginative role-play based on own first-hand experiences.</li> </ul>	<p><b>Imaginative Play</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<p><b>Imaginative Play</b></p> <ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</li> </ul>