



Long Term Progression Planner Nursery-FS1

| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>CONTEXT FOR LEARNING</p> <p><u>Topics and Themes</u> (Teacher Directed)</p> | <p>How can I make a new friend?</p> <p>Explore the book 'Little Tiger Goes to School' to support and establish Nursery rules and routines.</p> <p>Explore the book 'Tiger who came to Tea' to support new friendships and to enable children to share home experiences.</p> | <p>What can I celebrate?</p> <p>Learn about the following celebrations: Bonfire Night Diwali Christmas Sophie's Birthday</p> <p>Learn about our community celebrating similarities and differences.</p> <p>Discover the seasonal changes of autumn.</p> | <p>How can I make patterns?</p> <p>Explore pattern using the following books as a stimulus: Gruffalo's Child The Gruffalo Pirates and Aliens Love Underpants</p> <p>Chinese and Lunar New Year- explore the patterns of Chinese writing.</p> | <p>What changes can I see?</p> <p>Explore colour mixing with Elmer. Explore changes to shape and size with the Blue Balloon. Explore how we change as we grow using the stories 'Ten Little Fingers, Ten Little Toes' and 'Titch'. Explore changes in the garden in the springtime.</p> <p>Join in with the customs of Easter.</p> | <p>Can I tell you a story?</p> <p>Listening to stories for pleasure. Learn a variety of traditional stories. Sequence the events from Jasper's Beanstalk. Join in with repetitive text whilst exploring 'Jack and the Beanstalk', 'Enormous Turnip', 'Goldilocks' and 'Gingerbread man'.</p> | <p>Can I be a writer?</p> <p>Explore mark making through the stories of: Norman the snail Hungry Caterpillar Busy Spider Super worm</p> <p>Explore Non-fiction texts and visit the local Ecology Centre to learn about mini beasts and to record ideas writing for a purpose.</p> |
| <p><u>Ideas for Extended Provision linked to adult led themes</u></p> | <p>Teaching rules through stories: Elephant-Listening ears Leopard -Walking legs Monkey-Look after our toys Lion-Indoor voices Parrot- Kind hands Tea parties Tea tasting Tarzan tortoise visit Role-play cafe</p> | <p>Explore others' lives, jobs and people who work in the community. Similarities and differences Celebrations and festivals Birthday party Make cakes, invitations. Teachers and children share own celebration photos</p> | <p>Chinese restaurant Winter animals Exploring ice Gruffalo visit to Nursery leaves footprints. Gruffalo cave Alien spaceship Patterned underpants Make own patterns. Make pirate ships</p> | <p>Easter egg hunt Mother's Day cards Easter cards Colour mixing Baby Clinic Baby photos Pin wheels Compare big and small. Planting seeds. Noticing signs of springs. Growing vegetables.</p> | <p>Variety of fairy tales and traditional stories. Planting beans Jack's house/Giant's castle Make beanstalks using a variety of media. Make Gingerbread man biscuits. Porridge Goldilocks visit Puppets and story sequencing Helicopter stories Making own books.</p> | <p>Collect snails, observe, make snail patterns. Caterpillar life cycle Watch the caterpillars turn into butterflies. Make butterfly paintings. Look at symmetry. Make spider web biscuits. Variety of counting activities- tallying bugs etc. Variety of mark making. Mark making for different purposes. Using tools with control Holding mark making tools with a tripod grip Assign meaning to marks.</p> |
| <p><u>School Ready</u></p> | <p>Baseline Settling Notes on Tapestry Phase 1 phonics – Learning to listen</p> | <p>Pirate Pete-Colour of the week Phase 1 phonics – Learning to listen Environmental and instrumental sounds Christmas Show</p> | <p>Pirate Pete- Discriminate environmental/Instrumental/Body Percussion sounds.</p> | <p>Pirate Pete-Rhyme Voice sounds Spring songs and Easter egg hunt</p> | <p>Pirate Pete- Alliteration to support hearing initial sounds in words. Oral blending and segmenting</p> | <p>Pirate Pete- Alliteration to support children to discriminate initial letter sounds. Oral blending and segmenting Sports Day Nursery Graduation Talking about growing up and moving on.</p> |

LEARNING PROGRESSION

C and L
(Communication,
Language and
Literacy)

Ongoing

Develop attention span by paying attention to more than one thing at a time.
Support pupils to develop new vocabulary linked to interests, songs, and stories.
Develop children's communication skills using the correct tense.
Develop children's pronunciation in everyday talk. (Pay attention to: r, j, th, ch, sh,)
Encourage children to extend their sentences in their speech of four to six words.

Enabling Environment

Provide opportunities to learn a wide variety of stories and know well known rhymes and songs.
The enabling environment should provide a variety of activities that promote language development.

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| <u>Listening</u> | Show by their body language and responses that they are listening to a child or adult. | Listens to stories, songs and rhymes and indicates favourites by actions or words | Listen and respond to a peer in conversation. | Look, listen and respond in a discussion with 3 or more children. | Listen to stories and talk about the main events with adult questioning. | Listen to and joins in with longer stories with words. Enjoys listening to a range of stories and can remember much of what happens. |
| <u>Attention</u> | Can shift attention when conversation interests them by looking, listening, or moving towards an adult or child who are talking. | Change focus and attention to begin work on their line of enquiry and interest. | Shift own attention from one task to another by using their name. | Maintain attention whilst listening to a simple verbal instruction. Maintain attention to complete a simple task. | Follow a simple instruction. Show by their actions and/or words that they know what is coming next in familiar rhymes and stories. | Pay attention to more than one thing at a time. Understand and follow a two-part instruction. For example, 'Get your coat and bag and then line up.' |
| <u>Understanding</u> | Indicate a preference when given a choice between two objects or pictures or words. | Show an understanding of an event from their own experiences. | Talk about what they are doing as they play, using present tense. | Respond to questions, giving information about their likes and interests. | Sequence events and talk about their understanding using past tense. | Understand and explain answers to simple 'why' questions. |
| <u>Speaking</u> | Links actions and words to communicate immediate needs and wants. Join in with simple songs that support rules and routines. Name everyday items in Nursery. | Verbally ask other children or adults to pass or obtain resources they want to use. Join in and sing along to simple songs and rhymes. Describe objects by colour. | Tell others which activity they would like to be involved in. Join in and take a keen interest in singing an increasing variety of songs and nursery rhymes. Describe objects by shape. | Use talk to organise themselves in their play. Have a back-and-forth conversation with a peer. Joining in with rhyming stories. Describe objects by size. Begin to sing favourite songs and nursery rhymes. | Talk to others clearly about their intentions, using words and actions to enable others to see their point of view. Talk in a sentence using past and present tense. (With 4-6 words.) Build a repertoire of favourite songs and rhymes. Begin to group and categorise objects by name | In talk use joining words to connect their ideas, for example, using 'and' and 'because'. Sing many well-known songs. Sing and know many rhymes. Be able to tell a long story and talk about familiar books. Use verbs to talk about tools, e.g scissors cut. |

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| <p>PSED (<u>Personal, Social and Emotional Development</u>)</p> | <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Develop a sense of responsibility and membership by giving children tasks to complete. Become more outgoing with unfamiliar people in the setting. Support children to develop their confidence and be assertive in their wants and needs. Support children to take turns, share and solve problems that arise in their play. Understand that good choices are rewarded, and poor choices have negative consequences (Prefer to behaviour policy.) Select and use activities and resources, with help when needed.</p> <p style="text-align: center;">Enabling Environment</p> <p style="text-align: center;">Support pupils to undertake activities that encourage them to talk about their feelings. Encourage children to try new activities. Encourage children to make and develop new friendships. Use the Feelings Board to express emotions.</p> | | | | | |
| <p>Self-Regulation</p> | <p>Make and communicate choices and express their needs through actions or words.</p> <p>Use their own coping strategy to settle into Nursery.</p> | <p>Initiate an interaction to indicate when they want to join in play through actions or words, with adult reassurance.</p> <p>Understand that we smile when we are happy, link to facial expressions. Talk about events that make them happy.</p> | <p>Join in with new areas of learning or activities across the setting with adult support.</p> <p>Seek to comfort another child by asking for adult help, using verbal or non-verbal communication.</p> <p>Understand that we frown/cry when we feel sad, link to facial expressions. Talk about events that make them sad. (Link to re-settling.)</p> | <p>Wait their turn when seeking help.</p> <p>Show empathy towards other people, animals or objects through their actions or words.</p> <p>Understand that we can feel worried, link to facial expressions. Talk about events that can make them feel worried.</p> | <p>Express needs to another adult or child in the setting.</p> <p>Begin to show an understanding of how others are feeling.</p> <p>Use 'green' and 'red' zones of regulations linking to happy and sad.</p> | <p>Be able to use words or actions to ask for help and/or solve conflicts.</p> <p>Show an understanding of how others might be feeling.</p> <p>Use the Feelings Board to express emotions.</p> |
| <p>Managing Self</p> | <p>Separates from carer with support and reassurance.</p> <p>Accepts boundaries which seek to keep them and others safe and follow the flow of the session.</p> <p>Explore new activities with adult support.</p> | <p>Play in familiar areas of the classroom, selecting activities through their interests.</p> | <p>Look after the equipment, hang up aprons, pick up toys from the floor etc.</p> <p>Be inquisitive and approach new activities.</p> | <p>Talk about the 5 Nursery rules and what happens if they are broken. (Without reminders.)</p> | <p>Confidently use all areas of continuous provision.</p> | <p>Follow the Nursery rules and be aware of consequences of behaviour, without adult reminders.</p> <p>Be confident to make choices in the environment and explain why choices were made.</p> <p>Show confidence in new social situations.</p> |
| <p>Building Relationships</p> | <p>Watch other children at play before joining in.</p> <p>Will approach familiar adults when upset, excited, or wants to play.</p> | <p>Accept adult reasoning when a request is turned down.</p> <p>Indicate when they want to join in play through actions or words or are happy to play alone.</p> | <p>Engage in turn taking in play or conversation.</p> | <p>Initiate play with others.</p> <p>Solve problems in play with adult support.</p> | <p>Begin to solve conflicts in play using learnt strategies.</p> | <p>Be able to approach one or more children to initiate or join in with play.</p> <p>Play with one another, extending and elaborating on their ideas in play.</p> <p>Find solutions to resolve conflicts in play.</p> |

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| <u>Physical Development (PD)</u> | <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Participate in group activities which they make up themselves, or in teams. Start eating independently and learning how to use a knife and fork. Be increasingly independent to get dressed and undressed. Be increasingly independent in meeting their own care needs. Work as part of a team to move large items. Make gross motor top to bottom and anti-clockwise movements. Develop upper arm and shoulder strength.</p> <p style="text-align: center;">Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> | | | | | |
| <p style="text-align: center;">Enabling Environment</p> <p style="text-align: center;">To develop movement, balance, and riding ability (scooters, trikes, bikes, and ball skills). Matching the development of physical movement skills to an appropriate activity (e.g., whether to walk or crawl). Choose the right resources for their own plan. Use a range of tools within the setting.</p> | | | | | | |
| <u>Fundamental Movement Skills</u> <u>Gross Motor</u> | Climb using hands and feet. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Able to use equipment that requires pushing and pulling. Begin to use large-muscle movements to wave flags and streamers, paint and make marks. | Walk up steps, or climb up apparatus, using alternating feet (one foot to each step). Use large-muscle movements to wave flags and streamers, paint and make marks. | Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Use cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle. Creates lines and circles pivoting from the shoulder and elbow. | Explore different ways of moving: stand on one leg and hold a pose. | Explore different ways of moving. Walks down steps or slopes whilst carrying a small object. Be able to remember sequences and patterns of movements with adult support. | Move safely between objects and other people. Explore different ways of moving. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. Increasingly be able to remember sequences and patterns of movements. |
| <u>Ball Skills</u> <u>Gross Motor</u> | Kicks a stationary ball with either foot. Throws a ball in a desired direction. | Kicks a stationary ball with a dominant foot. Throws a ball with increasing force. | Throws a ball with increasing force and accuracy. | Starts to catch a large ball by using two hands and their chest to trap it. | Can grasp and release with two hands to throw and catch a large ball, beanbag, or an object. | Can grasp and release with two hands to throw and catch a large ball, beanbag, or an object. |
| <u>Fine Motor Skills</u> | Use a pincer grip to pick up small objects. | Able to use resources that require twisting, turning, and rotating. Use a range of tools and equipment such as tweezers, threading, and rolling pins with control. | Able to turn the pages in a book. | Able to use one handed equipment such as a paintbrush. | Begin to use one handed equipment such as making snips with scissors. | Use one handed equipment. |

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| <p><u>Handwriting</u> <u>Fine Motor</u></p> | <p>Use mark making equipment with a comfortable grip for them.</p> | <p>Holds mark-making tools with thumb and all fingers.</p> | <p>May be beginning to show preference for dominant hand.</p> | <p>Comfortably use a variety of mark making tools to record ideas with some control.</p> | <p>Begin to use a low tripod grip with all mark making tools.</p> <p>Usually picks a dominant hand for most writing activities.</p> | <p>Begin to form a variety of marks and letter like shapes.</p> <p>Show a preference for a dominant hand.</p> |
| <p><u>Supporting Overall Health and Wellbeing</u></p> | <p>Indicate when they need to go to the toilet, wash hands, put on coat, wellington boots and is willing to 'have a go' with adult support.</p> | <p>Attempts to dress self independently with lessening adult support.</p> <p>Indicate when they need to go to the toilet.</p> | <p>Attempts to dress self independently with following adult instructions.</p> <p>Is aware of own safety and manages risk with support.</p> | <p>Is dry and clean during the day.</p> | <p>Manages own basic hygiene and self-care needs.</p> | <p>Make healthy choices about food, drink, activity, and tooth brushing.</p> <p>Be able to use words or actions to ask for fruit, milk or to go to the toilet- to get needs met.</p> <p>Use the toilet independently.</p> <p>Put on own coat.</p> |

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| <p><u>Literacy</u></p> | <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Understand print has meaning. Understand print can be used for different purposes. Understand that we read from left to right and top to bottom. Understand that we give names to different parts of a book for example, 'front cover', 'the author', 'page number'. Understand that the pages come in a sequence one after the other. Sing a variety of songs and rhymes. Share a variety of stories and books, promoting discussions of children's ideas Actively join in with a range of phase 1 phonic games to begin to distinguish between environmental and instrumental sounds. to develop their early enjoyment and understanding of books. Develop a love of Reading through stories with props, puppets, reading for enjoyment</p> <p style="text-align: center;">Enabling Environment</p> <p style="text-align: center;">To engage in extended conversations about stories, learning new vocabulary. Provide children with a wide range of ways to write for example, clipboards and note pads. Reading Area centre focus of the room. (Include books to reflect diversity.) Create own books linked to themes and topics.</p> | | | | | |
| <p>Reading</p> <p>Phase 1 Phonics</p> | <p>Begin to discriminate between sounds. (Learning to Listen)</p> | <p>Discriminate between sounds.</p> <p>Actively join in with a range of phase 1 phonic games to distinguish between environmental and instrumental sounds.</p> | <p>Discriminate between sounds.</p> <p>Actively join in with a range of phase 1 phonic games including body percussion sounds.</p> | <p>Discriminate between sounds.</p> <p>Actively join in with a range of phase 1 phonic games to distinguish between voice sounds.</p> <p>Spot and suggest rhymes.</p> | <p>Actively join in with a range of phase 1 phonic games to distinguish between voice sounds.</p> <p>To begin to orally segment and blend words. For example, find the 'c-u-p'. Can the children pick an object and sound the word out?</p> | <p>Hear and say initial sounds in words and spot when words begin with the same sounds.</p> <p>To begin to orally segment and blend words. For example, find the 'c-u-p'. Can the children pick an object and sound the word out?</p> <p>Count and clap syllables in a word.</p> |
| <p>Awareness of Print in the Environment</p> | <p>Recognise and match picture labels and silhouettes to objects in the environment.</p> | <p>Recognise first letter of their name.</p> | <p>Begin to read own name.</p> | <p>Read own name.</p> | <p>Recognise Logos in the environment.</p> | <p>Recognise print in the environment and apply meaning.</p> |
| <p>Writing</p> | <p>Makes marks in different media.</p> | <p>Mark making shows variation in shape and form.</p> | <p>Engage in emergent writing in their play using circle, lines, and marks to represent letters, words, or numbers. For example, a pretend shopping list.</p> | <p>Begin to explore making letter shapes, using a range of movements.</p> | <p>Engage in emergent writing in their play using circles, lines and marks to represent letters, words or numbers.</p> <p>Begin to write some letters from their name.</p> | <p>Mark make for a range of purposes (have fun with paper) and apply meaning.</p> <p>Use groups of letters or a variety of letter shapes to show meaning.</p> <p>Write some letters accurately from their name.</p> |

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| <u>(Mathematics)</u> | <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Count aloud to 5 and beyond, forwards, and backwards. Make numbers with real life objects for a purpose. Begin to describe a sequence of events, real or fictional using words such as 'first', 'then', 'after', 'before' Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'. Compare quantities using the language of 'more than' and 'fewer than'.</p> | | | | | |
| <p style="text-align: center;">Enabling Environment</p> <p style="text-align: center;">Solve a range of real-world mathematical problems. Compare amounts of quantities in everyday situations. Use talk to describe and make comparisons between objects. Select shapes appropriately in play. Combine shapes to make new ones. Provide a range of opportunities for children to explore patterns.</p> | | | | | | |
| Number Counting | Uses number names in play. | Count alongside actions in games, rhymes and songs. | Recite numbers to 5 and beyond. | Count in order from 0-5, saying one number name for each object. | Count in order from 0-10. | Confidently count to 10 by rote. |
| Develop Numerosity | Show number one on fingers. | Make sets of numbers and subitise to 1. | <p>Make sets of numbers and subitise to 2. Count on fingers to represent numbers up to 2.</p> <p>Know that the last number reached when counting tells you how many there are in total.</p> | <p>Make sets of numbers and subitise to 3.</p> <p>Count on fingers to represent numbers up to 3.</p> | <p>Make sets of numbers and subitise to 4.</p> <p>Count on fingers to represent numbers up to 4.</p> | <p>Show 'finger numbers' up to 5.</p> <p>Match numeral and quantity to 5.</p> <p>Be able to solve problems with numbers up to 5.</p> <p>Make sets of numbers and subitise to 5.</p> |
| Numbers in the Environment/Writing Numbers/Recording ideas | Show by actions, role play, mark making or words that they are aware of numbers in the environment e.g. door numbers, bus numbers, birthday cards etc. | Begin to make marks and experiment with their own symbols and marks. | Recognise (not read) numbers of personal significance (more than 4 numbers). | Make marks to record their own mathematical ideas. | Recognise numbers to 5. | Match numeral to quantity up to 5. |
| Numerical Patterns | <p>Joins in and anticipates repeated sound and action patterns.</p> <p>Is interested in what happens next using the pattern of everyday routines.</p> | Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. | Notice and talk about patterns in the environment and everyday objects. | Explore making patterns in the environment led by an adult. | <p>Copy an ABAB pattern.</p> <p>Continue an ABAB pattern.</p> <p>Notice an error in an ABAB pattern.</p> | <p>Create an ABAB pattern.</p> <p>Notice and correct an error in a repeating pattern.</p> |
| Compare Quantities / Shapes | <p>Recognises that two objects have the same shape.</p> <p>Compare big/small.</p> | Understand position through words. For example, 'how to move the leaves off the path' or 'sweep water down the drain'. | Describe a familiar route. (Use spatial words in play such as 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.) | Discuss routes and locations using words like 'infront of' and 'behind'. | <p>Compare tall/short.</p> <p>Recognise and talk about rectangles.</p> | <p>Use shapes in play purposefully.</p> <p>Name 4 shapes.</p> <p>Compare full/empty.</p> |

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| | | Recognise and talk about circles. | Recognise and talk about squares. Use vocabulary to talk about what patterns they are seeing, for example size, shape and detail of repetitions. | Exchanges objects which may be real or imaginary; this could be 'shopping' role play, a card game or number rhymes. Compare heavy/light. Recognise and talk about triangles. | Explore 3D shapes such as 'cuboid'. | Compare size, shape, weight, height etc. in play. Talk about and explore 2D and 3D shapes, using informal and mathematical language. |
| <u>UW</u> (Understanding the World) | Ongoing Model key vocabulary to broaden knowledge. Ask key questions such as "I wonder if...?" to encourage discussion and sharing ideas. Develop positive attitudes about the differences between people. | | | | | |
| | Enabling Environment Use hands on experiences to explore the natural world using their senses. Provide a variety of opportunities to notice the difference between materials, such as cooking, melting, floating, and sinking. Explore and talk about a variety of forces they can feel such as pushing and pulling. Explore how things work. | | | | | |
| Past and Present | Share an event that they have been part of like getting ready for Nursery. | Share a special time in their lives. Show an understand that people have different roles at work. | Know there are different countries in the world and talk about the differences they have experienced or seen in photos. | Talk about what they have seen using a wide vocabulary. | Begin to use new vocabulary to talk about the past. | Be able to talk about things that are the same and different. |
| People Culture and Communities | Has a sense of own family and immediate relations. | Talk about one way to celebrate that is the same as a friend. | Show an awareness that people eat different foods and dress according to their culture. | Begin to talk about experiences with their family. | Share traditional stories. | Be able to talk about themselves, their family and home life. |
| The Natural World | Talk about what they see using an increasing vocabulary. | Notice changes that happen in the autumn. | Explore collections of materials and talk about the similarities and differences. | Notice changes that happen in the springtime. Talk about differences between materials and changes they notice such as cooking and ice melting. | Plants seeds and care for growing plants. Talk about the life cycle of a plant. | Begin to understand the need to respect and care for natural environment and living things. |

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| <p>EAD (Expressive Arts and Design)</p> | <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Listen with increased attention through a range of listening activities whilst painting, drawing, or moving. Listen to what they have heard, expressing their thoughts and feelings. Children should sing a range of well-known nursery rhymes and songs, encouraging children to use their singing voice (pitch) and understand the melody. Play instruments with increasing control to express feelings and ideas.</p> <p style="text-align: center;">Enabling Environment</p> <p style="text-align: center;">Encourage children to mark make and draw a variety of pictures to express their ideas and feelings. Explore colour and colour mixing. Provide opportunities for children to play instruments with increasing control to express their own feelings and ideas. Use props and illustrations to re-tell a story.)</p> | | | | | |
| <p>Creating with Materials</p> | <p>Engage in sensory exploration and show by their response that they can effect change.</p> <p>Explore different textures.</p> | <p>Use media and materials to represent and express an idea.</p> <p>Create closed shapes with continuous lines.</p> <p>Use drawing to represent movement or loud noises.</p> | <p>Use a variety of materials to construct for a purpose.</p> <p>Begin to use shapes to represent objects.</p> | <p>Explore a variety of media to create.</p> <p>Develop own ideas and decide which materials to use for a purpose.</p> | <p>Freely explore a range of different materials to develop own ideas.</p> | <p>Use tools and techniques to enhance and add detail to their representations.</p> <p>Join different materials.</p> <p>Draw with increasing complexity and detail such as a face. (Including showing emotions.)</p> |
| <p>Being Imaginative and Expressive</p> | <p>The child engages in parallel 'pretend' play in role play, small world or when outdoors.</p> <p>Begins to make believe by pretending using sounds, movements, words, objects.</p> | <p>Creates or builds new 'worlds', stories or scenarios.</p> <p>Beginning to describe sounds and music imaginatively, e.g., scary music.</p> | <p>Place, change or manipulate a material or resource to fulfil a purpose.</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> | <p>Listen to other's ideas to build on play.</p> <p>Take part in pretend play and use objects to represent something else.</p> | <p>Suggest ideas for play.</p> <p>Begin to develop complex stories using small world equipment.</p> | <p>Join in with dance, songs, actions, and music.</p> <p>Work and play imaginatively.</p> <p>Make own complex imaginative small world using a variety of different media.</p> <p>Create own song (or improvise a song around one they know).</p> |