P	Pre F1	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Re re en so Un ve 'cc Un sir in 'st Be ve in m	Children can Recognise and respond to environmental sounds. Understand simple words in context – cup,' 'milk.' Understand simple single word nstructions e.g. stop.' Begin to understand very simple nstructions with nore than one word	Children can Listen to a short story for 5 minutes max. Retain attention for a short period of time i.e at adult short input time/ circle time game. Understand and follow instructions that has 3 key words e.g "Can you wash Dolly's face?"	Children can/will Enjoy listening to longer stories and can remember much of what happen. Pay attention to more than one thing at a time, which can be difficult. Understand and follow instructions that has two parts, such as: "Get your coat and wait at the door". Understand action words by pointing to the right picture in a book "whose Jumping?"	Children can/will Show an understanding of simple questions. i.e What? where? who?	Children can/wilL Listen to a story and answer a simple question as to what has happened or what they notice Contribute relevant comments to discussions and conversations if asked by teacher Answer simple 'why' questions	Children can/will Listens to stories and recall the main events. Respond to a range of questions- not always why or how Contributes relevant comments in discussions. Briefly describe how they carried out an activity or made a model.	Children can/will Switch attention from one task to another. Follow more complex instructions Responds to discussion with comments and questions. Be able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.	Children can/will Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back and forth exchanges with their teacher and peers
rh to St co wi to Be qu Sh fe	isten to songs and chymes and begin to join in. Start to develop conversation, but will often jump from copic to topic. Begin to ask simple questions Show how they are feeling using words and actions	Join in with words in songs or rhymes Speak in simple sentences linking 5 words together. Use the pronoun 'me'	Sing a small repertoire of songs. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: -some sounds: r, j, th, ch, and sh - multisyllabic words such	Sing a larger repertoire of songs. Be able to talk about familiar books, and be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns.	Be able to talk about a familiar book. Engage in a short conversation with adults and peers about something that is directly relevant to them Use plurals and some tenses correctly Ask simple questions Can 1	Communicate more confidently with peers and adults. Use talk to communicate needs, news, feelings and ideas. Use some new vocabulary (relating to context/theme/topic)	Enjoy being part of conversations and discussions and uses new vocabulary in context Use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	Participate in small groups, class and one to one discussions, offering their own ideas using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories non-fiction, rhymes and poems when appropriat

Use the spe sounds p, b Pronounce: - s/sh/ch/dz multi-syllab such as 'ba and 'compu	, m, w. - l/r/w/y /j- f/th - .c words nana'	as 'pterodactyl', 'planetarium' or 'hippopotamus' Use the pronouns me, he, she and prepositions such as In on under	When is Speak about themselves in the first person Answers simple questions about themselves.		Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with
		Use a wider range of vocabulary.	To speak on sentences of 4- 6 words		modelling and support from their teacher
		Vocabalary.	0j 4- 0 W0l us		Jioni ineli teacher
		Understand a question such as how do you think the character is feeling? What do you think will happen next? – (Answers can be simple)	To be able to be understood by an adult Use talk to organise themselves or their play. "Let's go on a bus you sit there I'll be the driver."		
			Can use the word		
			"because" to explain		

## Personal, Social and Emotional Development

	Pre F1	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
	Children can	Children can	Children can	Children can/will	Children can/will	Children can/will	Children can/will	Children can/will
Self-regulation	Express preferences and begin to make decisions Explore emotions beyond a normal range through stories and in play	Say goodbye to their family when coming to nursery. Settle into nursery	Talk about feelings using words like 'happy', 'sad', and 'angry' or 'worried'.	Become more confident with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling. Begin to listen to and follow the rules	Focus attention in a group situation for a short period of time Be able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. Not always need an adult to remind them of a rule.	Become engrossed in an activity and finds it difficult to switch attention to another task. Can recognise simple emotions in others and express how they are feeling Begin to show empathy for others and the impact of their own actions	Label and talk about own and others' emotions Respond well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges/tasks independently	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

					Shares resources with others – sometimes with help from an adult Be assertive towards others if necessary.	Shares resources with others – with very little help from an adult Put hand on head during class discussion Focus attention in a whole class group for a teaching session, e.g. phonics. Keep trying if something is difficult or challenging, with some support and encouragement	Be able to talk about ways that skills can be improved and to demonstrate pride in achievements.	Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
Managing self	Begin to use the toilet with help	Begin to show some '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	Select and use activities and resources, with help when needed (to help achieve a goal they have chosen, or one which is suggested to them) Begin To show more effort and control i.e waiting a turn or resisting to grab what they want. Sometimes manages to take turns and share with adult guidance yours / mine. Can settle at an activity for a while Remember rules without needing an adult to remind them.	Increasingly follow class rules, understanding why they are important. To put own coat on.	Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. Help to find solutions to conflicts and rivalries.	Makes independent choices and is confident to try new things although will still prefer to choose activities that are within their capability. Persevere with fastenings on coats and collecting their possessions for home time Wash hands without reminders	Be more confident to tackle new challenges and with encouragement will keep going. Follow school and class rules and can talk about their importance Show understanding of some ways to keep healthy.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building relationship s	Build a relationship with a special person but may still be anxious around strangers	Begin to tell an adult how they are feeling with prompts from an adult.	Start to make friends with another child.	In play, understand there are alternative characters for example, accepting that not everyone can	Begin to make relationships by playing alongside each other with shared	Be aware of the needs of others but may find it hard to let others take the lead.	Cooperate with others, listening and sharing some ideas and will listen to advice about	Work and play cooperatively and take turns with others.

		Shows an interest in other children's play, and sometimes join in	Beginning to show confidence in a new social situation Tell an adult how I am feeling.	be Spider-Man in the game, and suggesting other ideas. Plays with one or more other children, extending and elaborating play ideas. With adult support, can take turns and share.	resources. Or to complete a task (jigsaw) Initiate an interaction with other children Talk with adults in the class	Interact with a variety of children and is building good relationships with adults and other children. Identify when another child is upset and respond appropriately.	how to solve disagreements. Use words to solve conflicts. Take turns in group activities. Identify a broader range of others feelings and respond appropriately	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
Phus	ical Developr	nent						
	Pre F1	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Gross motor skills	Children can Walk, run, jump and climb and use stairs independently Spin and roll independently using ropes and swings Sit on and push along a wheeled toy, use a scooter or tricycle	Children can/will Enjoy starting to play with balls- kicking and throwing Build independently with a range of age appropriate building blocks. Clap and stamp to music Move in a given direction with control and balance Begin to be aware of their own space – and the ability to move within it – e.g when following a simple action – e.g hopping	Children can/will Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Children can/will Go up steps and stairs, or climb up apparatus, using alternate feet. Show increasing ability to use and remember sequences and patterns of movements which are related to music and rhythm. 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	Children can/will Demonstrate good coordination and balance when negotiating equipment and other people Tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder Use trikes or balance bikes confidently. Use spades to dig in sand and soil. Be able to turn pages of a book.	Children can/will Use a range of ways to move appropriately, e.g. jumping, hopping, sliding. Climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Sometimes catch a large ball Sit properly on school chair Balance on one foot Use large construction to build.	Children can/will Throw, kick, pass and catch a large ball Be able to balance on and off equipment Jump safely from a piece of equipment.	Children can/will Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

motor skills	Build/construct independently with a range of resources Eat independently and begin to use a knife and fork Begin to show an interest in becoming more independent, for example with adult support manage buttons and zips, and pour drinks. Show an interest in making marks on paper		Use one-handed tools and equipment, for example, making forward movements and snips in paper with scissors. Be more confident to use large and small motor skills to become more independent, for example manage buttons and zips, and pour drinks.		Use scissors to make snips and cut lines, holding scissors in one hand. Copy some recognisable letter shapes from name. Hold pencil in fingers rather than a whole hand grasp. Show a preference for a dominant hand. Use drawing equipment to draw a figure (this may be simply a circle with	Attempt to use a tripo grip with some consistency.Draw people with true arms, head, legsOften choose to draw, representing recognisc objects or shapes in wUse scissors to cut alc curved lines, holding scissors in the correct position.Form some letters correctly Uses a knife and fork minimal support	Hold a pencil in a tripod or comfortable grip Use scissors to cut around more complex shapes ble ork. Use split pins with help ng	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.
gression Fine					stick arms and legs).			
Cutting progression		Uses two hands to open and close scissors.		paper into Makes snips into pieces. edges of paper		Holds scissors using thumb and one finger.	Cuts angles. Cuts curves and circles.	
Drawing progression	Drawing Progression		es made of lines nclosed shapes.			presentations of other obj	Hictures of ects using pes.	

	Pre F1	Baseline Checkpoint	F1	F1	Baseline Checkpoint	F2	F2	F2
		Sept F1	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1 - Summer Start of F2 Sept F2	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Comprehension	Children can/will Begin to develop play around a favourite story using a prop Have a favourite book and will seek it out to share with and adult or friend	Children can/will Enjoy looking at and occasionally point to pictures within a book	Children can/will Start to understand the five key concepts about print: -print has meaning -page sequencing -we read English text from left to right and from top to bottom Suggest how a character may feel when asked – emotions.	Children can/will Enjoy regular visits to the reading area and other areas where text and illustrations can be accessed Hold books the correct way up and gently turn pages with increasing competence. Begin to show awareness of how stories are structured and to tell their own stories, thinking about sequence.	Children can/will Enjoy listening to stories Use pictures to tell you something about a story. Join in with familiar rhymes and songs. Know that print carries meaning and how to handle books. Join in with repetition within stories.	Children can/will Listens attentively to story time. Be able to talk about the main events in the story and predict what might happen Retell a story using role play or small world resources, using some story language. Engage in conversations about stories.	Children can/will Have a good understanding of story structure, be able to retell and make up own stories using vocabulary that has been learnt Identify non-fiction texts, remembering facts.	Children can/will Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word reading		Enjoy sharing books with an adult	Begin to develop their phonological awareness, so that they can: -spot and suggest rhymes -recognise my own name Begin to explore some initial sounds in words Notice a familiar logo, a bus or door number.	Count or clap syllables in a word Identify some pictures linked to an initial sound. Find and identify familiar letters e.g letters in their name.	Discriminate between sounds when playing listening games Able to recognise own name. Say the initial sound in a word. Listen to a cvc word that has been segmented and blend it together to match a picture. Know that letters make sounds	Match Phase 2 and the first 8 phase 3 graphemes and phonemes. Blend and read Phase 2 and the first 8 phase 3 graphemes cvc words Read Phase 2 tricky words Orally blend some simple cvc words.	Read books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read. Read many Phase 2 and 3 tricky words. Says the sound for each Phase 2 and 3 Grapheme Read Phase 2 captions.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound- blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Enjoy drawing	Hold a pencil / crayon	Use some of their print	Add marks to my	Use some recognisable	Segment and orally spell	Write some upper-case	Write recognisable
	freely	with a fist grip and	and letter knowledge in	drawings which give	letter shapes when	Phase 2 cvc words	letters correctly.	letters, most of which
		exploring mark marking	their early writing. For	meaning	writing own name.			are correctly formed.
		with little control.	example: writing a			Match Phase 2 and the	Write most lower-case	
			pretend shopping list	Enjoy drawing freely	Use mark making in	first 8 phase 3 graphemes	letters correctly using a	Spell words by
		Make marks on their	that starts at the top of	and my drawings can	their play for a	and phonemes with	tripod grip.	identifying sounds in
		picture to stand for	the page; write 'm' for	sometimes be	purpose	support when writing		them and representing
		their name.	mummy.	recognised i.e 'a			Say the sound for each	the sounds with a letter
				body'.		Begin to write simple	Phase 2 and 3 grapheme	or letters.
			Write some or all of			captions, with support		
			their name.	Begin to form some			Write cvc words and	Write simple phrases
				letters correctly		Say a simple sentence for	labels using Phase 2 and	and sentences that can
				.e.g letters in their		writing (oral and count	3 phonemes.	be read by others.
				name.		words)		
							Spell some tricky words	
						Write some lower-case		
						letters correctly.	Write captions.	
						Use some upper-case		
						letters, e.g. for own name,	Begin to write short	
						Mum and Dad.	sentences.	
σ								
2							Use finger spacing	
ti							between words.	
ritin								
>							Read sentences back to	
>							an adult	
	Writing Progression							

## Writing Progression

			Pre Phonemic Stage					
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups		
	STI S	202255	PHTO PITIZ	A E P O A E P O	At POIEDI At POIED At POIED APPIED	AEB ZT WD) I FHJZP		
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols from L to R and move down the page					
Early Phonemic Stage	Letter nan	ne stage	Transitional Stage					

Environmental	Rand	inning sounds lom and initial consonants	Initial and fina appea		Vowel sounds ap Evidence of tricky		All syllables repre	sented	Inventive spelling	Multiple relate with many wo corred	ords spelled
the I is see lit 12345 onb m	5 IV	A DAAO	We win to the (We went to the sto I IK MC	Bk.	Thehcan (The horse con run.) I lik to pla cat.	r	My fav orit din the stegoso		To daye i wot to Play withf the white board and the shapes and I won to play with My fen		man man t lost m going to my moths
Awareness of p copied fron surrounding	n	ing and ending lett wo			Medial sound may in written as a conso Vowels begin to ap	onant.	A child hears begi middle and end s		Whole senten	L writing develop	05.
<u>Writing</u> <u>Progression F2</u> <u>only</u>	l can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and a sounds		I can write simple captions/ lists to match a picture Using phase 2 cvc words and tricky words.		I can write o simple sentence usi my phonic knowledge and knowledge o tricky words	to use some finger spaces between my words.	I am starting to use a full stop. I am starting to use capital letters. I can reread what I have written	My writing can be read by others. I have included capital letter and full stop. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words

Mat	hematics							
	Pre F1	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Number	Children can/will Develop 'counting' like behaviour by making a sound, pointing or saying some numbers Compare amounts, saying 'lots', 'more' or 'same'	Children can/will Take part in finger rhymes with numbers. Count in everyday contexts, sometimes skipping numbers - '1- 2-3-5.' Sort objects in two categories i.e big and small. Use some words to describe object maybe by its size, shape, or colour.	Children can/will Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Children can/will Recite numbers past 5. Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Begin to learn that numbers are made up (composed) of smaller numbers- 3 is 1 and 1 and 1	Children can/will Subitise to 3 Rote counts to 10 Begin to recognise numbers to 10 Count 1:1 up to 4 or 5 objects Count out a small group of items from a larger group Separate a group of three or four objects in different ways and begin to recognise that the total is still the same	Children can/wilL Subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made. Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Use graphic representations to record number explorations in pictures and mark making.	Children can/wilL Begin developing sense of numbers beyond 5 Subitise to 5, and the 6 pattern on a dice. Confidently talk about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Link subtraction facts to composition of numbers to 5 Recalls some double facts to 10.	Children can/will Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical patterns	Climb and squeeze themselves into different types of spaces Build with a range of resources Complete inset puzzles	Explore and notice patterns	Be able to count on from a number Teacher says 1,2, Child says 3,4 Count in simple patterns 1 ,2- 1, 2- And sing number songs that involves counting and patterns. Arrange objects in patterns	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Count to 10 by rote. Groups and sorts items in to pairs or twos.	Compare quantities using language: 'more than', 'fewer or less than'. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Count objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than. Recognise numbers to 10 and puts them in order.	Count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10 Recognise patterns within number.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Understanding the World												
	Pre F1   Baseline Checkpoint   F1   Baseline Checkpoint   F2   F2   F2											
		Sept F1	End of Autumn Term	End of Spring	End of F1 – Summer	End of Autumn Term	End of Spring Term	End of EYFS				
			Checkpoint	Term Checkpoint	Start of F2 Sept F2	Checkpoint	Checkpoint	Checkpoint				

TOT building up knowledge   of key historical events   through topics, stories   and community events,   e.g. Bonfire Night,   Remembrance Day
--

ople, culture and communities	Children can/will Begin to notice differences between people	Children can/wilL Identify who lives in their immediate house hold.	Children can/will Show an interest in different occupations. Talk about their wider family i.e grandparents and the people who are important to them in general conversation when asked.	Children can/will Continue to develop positive attitudes about the differences between people.	Children can/will Talk about the people are places that are familiar. Understand that different people perform different roles. Know that there are different countries in the world.	Children can/will Look at, and makes maps, of local environment. Describe a journey within the local environment. Talk about special places for people in our own community Know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.	Children can/will Have a deeper understanding of the wider world and draw comparisons between own local environment and other places. Talk about special people in their lives Listen carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.	Children can/will Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge
								· · · · · · · · · · · · · · · · · · ·

2

	Children can/will	Children can/will	Children can/will	Children	Children can/will	Children can/will	Children can/will	Children can/will
	Explore and respond	Explore the world	Use all their senses in	can/will	Explores the natural world.	Notices, observes and	Describe features of	Explore the natural
	to different natural	around i.e looking /	hands-on exploration of	Explore collections		talks about seasonal	different plants and	world around them,
	phenomena in their	feeling the soil looking	natural materials.	of materials with	Talk about what they can	changes of autumn.	animals recognising	making observations
	setting and on trips	for worms.		similar and/or	see outside and the things		when they are the	and drawing pictures of
			Explore collections of	different properties.	that are noticed.	Talk about what they	same and different.	animals and plants
			materials with similar			can hear and feel		1
			and/or different	Explore and talk	Recognises change and	outside.	Understand and use	Know some similarities
			properties.	about different	demonstrates an interest in		some language related	and differences
				forces they can feel.	it	Talk about the area	to animals, e.g.	between the natural
			Talk about what they			that they live including	camouflage, predator,	world around them and
			see.	Plant seeds and		the weather.	nocturnal	contrasting
				care for growing				environments, drawing
			Explore how things	plants.		Describe their own	Begin to understand	on their experiences
5			work.			environment and local	that there are different	and what has been
2				Talk about what		area.	environments- deserts	read in class.
Ō			Explore and talk about	they see, using a		<b>T</b> III I I I I I	etc and can describe	
2			natural things going on	wide vocabulary.		Talk about the forces	them.	Understand some
5			around e.g the weather			they feel, push pull etc.	<b>-</b> II I I I I I	important processes
3				Begin to			Talk about the weather	and changes in the
5				understand the			in winter and spring.	natural world around
2				need to respect and			Talla abaut difference	them, including the
5				care for the natural			Talk about differences	seasons and changing
Ζ				environment and			in materials.	states of matter.
0				all living things.			Talk about changes o a	
2							Talk about changes e.g.	
-							freezing, melting.	

Express	sive Arts and	Design						
Pro	e F1	Baseline Checkpoint Sept F1	F1 End of Autumn Term Checkpoint	F1 End of Spring Term Checkpoint	Baseline Checkpoint End of F1 – Summer Start of F2 Sept F2	F2 End of Autumn Term Checkpoint	F2 End of Spring Term Checkpoint	F2 End of EYFS Checkpoint
Sta int Ex fin of as	<b>aildren can/will</b> art to make marks centionally plore paint, using gers and other parts their bodies as well brushes and other ols.	Children can/will Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Manipulate and play with different materials.	Children can/will Explore different materials freely, in order to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	Children can/will Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.	Children can/will Use a range of different techniques and variety of materials, e.g. paint- brush strokes, collage. Cut with scissors to snips and uses a paintbrush to form lines and circles Use drawing materials to create pictures with a range of lines and shapes.	Children can/will Make some independent choices about the resources needed and talk about creations. Use different textures in creations and will combine media. Cut along curved lines with scissors and uses moulding tools with malleable materials Use a range of shapes and colours to represent observational drawings.	Children can/will Use different techniques and materials to achieve the desired effect and can talk about what has been created. Mix colours to produce different shades and combines materials to create different textures Begin to plan a design before starting. Use a range of tools and equipment and select the most appropriate tool or joining material for the job.	Children can/will Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories

	Respond emotionally	Join in with songs and	Listen with increased	Remember and sing	Experiments with a	Plays alongside others	Plays a range of	Invent, adapt and
e	and physically to music	rhymes, making some	attention to sounds.	entire songs.	range of percussion	to develop storylines in	percussion instruments	recount narrative and
	when it changes	sounds.			instruments.	role play or small	and glockenspiel.	stories with peers and
SS			Sing Familiar nursery	Begin to act out	Joins in with singing in	world.	Uses instruments to	their teachers
re	Move and dance to	Enjoy and take part in	rhymes	different scenarios	a familiar group.		compose own music.	Sing a range of well-
d	music	action songs, such as '		using props to enhance	Accesses role play and	Can sing parts of	Along with others,	known nursery rhymes
ê		Twinkle, Twinkle Little		imaginative play.	small world resources,	simple and repetitive	collects resources to	and songs
ק	Anticipate phrases and	Star'.			sometimes playing with	songs.	develop own role play	Perform songs, rhymes,
5	actions in rhymes and			Use	others to develop		storylines.	poems and stories with
Ō	songs, like 'Peepo'	Start to develop			storylines.	Rehearses for, and		others, and – when
Ei 🗸	Explore a range of	pretend play,				performs in, the		appropriate – try to
at	sound-makers and	pretending that one			Copies movements in	nativity play.		move in time with
Ľ.	instruments and play	object represents			warm up dance			music
ຍີ	them in different ways	another. For example,				Creates simple patterns		
ŭ		a child holds a wooden				with musical		
.5		block to her ear and				instruments		
ຍັ		pretends it's a phone.						
÷						Moves in response to		
B						music.		