

1- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions

|    | 18months-3 years old   | 3 & 4 year olds   | Reception  | ELG  | Provisions   | Link to Yr 1  |
|----|--|---|--|--|--|---|
| CL | Listen to others talk with interest  | Understand a two part question or instruction   | Understand how to listen carefully                     | Respond with relevant questions, comments and actions during discussions | Circle Time<br>Show and tell/ talking time<br>Story/ song time | Listen and respond appropriately to adults and peers<br>Ask relevant questions<br>Maintain attention and participate actively |
|    | Identify familiar objects  |   | Ask questions to find out more and check understanding |  |  |   |
|    | Understand and act on simple instructions e.g. find your coat, wash your hands | Enjoy listening to longer stories and know what happens. Listen to songs and rhymes and respond by joining in | Listen and respond to stories, rhymes, songs and poems |  |  |   |
|    | Listen to simple stories, using pictures to aid understanding                  |   | Engage in story times                                  |  |  |   |

2- Make comments about what they have heard and ask questions to clarify understanding

|    | 18months-3 years old   | 3 & 4 year olds   | Reception  | ELG                                      | Provisions   | Link to Yr 1  |
|----|--|---|--|--|--|---|
| CL | Understand and act on simple instructions e.g. get your coat | Understand a two part question or instruction   | Listen and respond to stories, rhymes, songs and poems | Make comments about what they have heard | Circle Time<br>Show and tell/ talking time<br>Story/ song time | Listen and respond appropriately to adults and peers<br>Ask relevant questions<br>Maintain attention and participate actively |
|    | Listen to simple stories using pics to aid understanding     | Enjoy listening to longer stories and know what happens. Listen to songs and rhymes and respond by joining in | Ask questions to find out more and check understanding | Ask questions to clarify understanding   |  |   |
|    | Understand simple who? What? Where? questions                |   | Engage in story times and non fiction texts            |  |  |   |

### 3- Hold conversation when engaged in back and forth exchanges with their teachers and peers

|    | 18months-3 years old  | 3 & 4 year olds                               | Reception              | ELG                | Provisions | Link to Yr 1   |
|----|---|---|------------------------|--------------------|------------|--|
| CL | Start to develop conversational skills with other children and adults | Can start a conversation and take it in turns | Develop social phrases | Hold conversations |            | Listen and respond appropriately to adults and peers |

### Speaking ELG

1- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary

|    | 18months-3 years old                                      | 3 & 4 year olds                    | Reception                                | ELG                                       | Provisions   | Link to Yr 1  |
|----|---|------------------------------------|--|---|--|---|
| CL | Start to say how they are feeling using words and actions | Be able to express a point of view | Describe the events in some detail       | Participate in discussions offering ideas | Focus teaching time<br>Circle Time<br>Show and tell/ Talk time<br>Story/ song time | Use relevant strategies to build their vocabulary<br>Articulate and justify answers, arguments and opinions |
|    | Start to develop conversations                            | Use talk to organise thinking      | Use talk to organise thinking            |   |  |   |
|    | Starting to pronounce multi-syllabic words                | Use a wider vocabulary             | Use new vocabulary in different contexts | Use new vocabulary                        |  |   |

2- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhyme and poems when appropriate

|    | 18months-3 years old                                      | 3 & 4 year olds        | Reception  | ELG                                      | Provisions   | Link to Yr 1   |
|----|---|------------------------|--|--|--|--|
| CL | Start to say how they are feeling using actions and words | Use talk to organise   | Describe the events in some detail   | Offer explanations for why things happen | Focus teaching time<br>Circle Time<br>Show and tell/ Talk time<br>Story/ song time | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
|    |   |                        | Use talk to organise thinking  |  |  |  |
|    |   |                        | Listen to and talk about stories, rhymes and non fiction<br>Engage in non fiction texts<br>Listen to and talk about non fiction to develop familiarity and |  |  | Use relevant strategies to build their vocabulary  |
|    |   | Use a wider vocabulary | Use new vocabulary in different contexts   | Make use of new vocabulary               |  |  |

3- 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 modelling and support from an adult

|    | 18months-3 years old   | 3 & 4 year olds   | Reception   | ELG                                 | Provisions   | Link to Yr 1   |
|----|--|---|---|-------------------------------------|--|--|
| CL | Start to say how they are feeling using talk and actions                                   | Be able to express a point of view  | Use talk to help work out and problem solve   | Express ideas and feelings          | Circle Time<br>Story/ Song time<br>Show & tell/ talking time | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>Use spoken language to develop understanding |
|    | Starting to put two or three words together to develop a sentences                         | Develop into speaking in longer 4-6 word sentences                          | Articulate their ideas and thoughts in well formed sentences                        | Use full sentences                  |  |  |
|    | Start to use words for time e.g. now/ later<br>And include descriptive words e.g. blue car | Develop communication (may have problems with irregular tenses and plurals. | Describe events in detail (events that have happened, are happening or will happen) | Use past, present and future tenses |  |  |
|    |  | Start to use connectives/conjunctions- and, because                         | Connect ideas or actions using connectives  | Use conjunctions                    |  |  |

## Self-Regulation- ELG

### 1- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

|      | 18months-3 years old   | 3 & 4 year olds   | Reception   | ELG   | Provisions                                    | Link to Yr 1  |
|------|--|---|---|---|---|---|
| PSED | Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".   | Talk about their feelings using appropriate words e.g. happy, sad, etc. | Identify their feelings<br>Express feelings                               | Show an understanding of their own feelings     | Circle Time<br>Discussions                    | Identify good and not so good feelings<br>Develop a vocabulary to describe feelings to others |
|      | Develop friendships with other children.   | Begin to understand how others might be feeling                         | Consider the feelings of others<br>Think about the perspectives of others | Show understanding of others feelings (empathy) | Circle Time discussions<br>Supporting in play |   |
|      | Begin 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. |   | Moderate their own feelings socially and emotionally                      | Regulate own behaviour                          | Supporting in play                            | Use simple strategies to manage feelings  |

### 2- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

|      | 18months-3 years old   | 3 & 4 year olds                                       | Reception   | ELG   | Provisions  | Link to Yr 1                      |
|------|--|---|---|---|---|-----------------------------------|
| PSED | Grow in independence, ("me do it").  | Select and use resources to achieve a short term goal | See themselves as a valuable individual                   | Set and work towards simple goals                 | Choice in the environment<br>Selection of tools and resources to carry out tasks<br>Self esteem support | Recognise and celebrate strengths |
|      | Thrive as they develop self-assurance  |   | Show resilience and perseverance in the face of challenge |   |   |                                   |
|      | Begin 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. | Increasingly follow rules independently               | Build constructive and respectful relationships           | Control impulses through waiting when appropriate | Class rules<br>Provision rules  |                                   |

3- Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions

|      | 18months-3 years old                               | 3 & 4 year olds   | Reception                                       | ELG  | Provisions   | Link to Yr 1                                    |
|------|--|---|---|--|--|---|
| PSED | Develop friendships and relationships with others. | Develop sense of responsibility                               | Build constructive and respectful relationships | Give focused attention to adults                       | Adult focused time<br>Joining in with class routines | Behavioural expectations<br>Learning behaviours |
|      |  | Pay attention to one thing at a time and shift attention (CL) |   | Follow instructions involving several ideas or actions |  |   |

## Managing Self- ELG

### 1- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

|      | 18months-3 years old  | 3 & 4 year olds                          | Reception   | ELG                                | Provisions   | Link to Yr 1                                    |
|------|---|--|---|------------------------------------|--|---|
| PSED | Feel confident and enjoy exploring new places with their key person | Becoming more outgoing in new situations | Develop confidence in the familiar school environment   | Be confident to try new activities | Provide opportunities for children to try new things e.g. climbing equipment, small responsibilities (taking reg. to office etc)<br>Through play both indoor and outdoor.<br>Focused work.<br>Circle Time discussions<br>Adult modelling | Learning behaviours<br>Behavioural expectations |
|      | Thrive as they develop self-assurance                               | Find own solutions to conflicts          | Play with others and find solutions without adult input | Demonstrate independence           |  |   |
|      | Feel strong enough to express a range of emotions                   | Develop appropriate ways to be assertive | Show resilience and perseverance                        | Show resilience and perseverance   |  |   |

### 2- Explain the reasons for rules, know right from wrong and try to behave accordingly

|      | 18months-3 years old   | 3 & 4 year olds                             | Reception  | ELG                           | Provisions  | Link to Yr 1  |
|------|--|---|--|-------------------------------|---|---|
| PSED | Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person   | Develop the sense of community              | Build constructive and purposeful relationships                                      | Know right from wrong         | Circle Time discussions<br>Behaviour Policy in the classroom and school | Learning behaviours<br>Community Behavioural expectations |
|      | Begin 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. | Increasingly follow the rules independently | (PD) Develop skills needed to manage the school day e.g. lunch times, mealtimes etc. | Explain the reasons for rules |   |   |
|      |  |   |  | Try to follow the rules       |   |   |

### 3- Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

|  | 18months-3 years old   | 3 & 4 year olds  | Reception  | ELG                                    | Provisions   | Link to Yr 1  |
|--|--|--|--|--|--|---|
| PSED<br>(3 & 4 year olds and<br>Rec taken from PD) | Put on coats<br>Do zips<br>Show an increasing<br>desire to be<br>independent,<br>Learn to use the toilet<br>with help, and then<br>independently | Put on coats<br>Do zips<br>Toileting unaided<br>Washing hands  | Develop skills needed<br>to manage the school<br>day e.g. toileting,<br>washing hands etc.   | Managing personal<br>needs and hygiene | Toilet provision<br>accessible to be used<br>independently<br>Need for hand<br>washing as part of<br>the daily routine   | Learning behaviours<br>Staying healthy and<br>well  |
|  |  | Make healthy food<br>and drink choices                         | Know and talk about<br>the factors that<br>support health and<br>wellbeing: food   | Understanding<br>healthy food choices  |  |   |
|  |  | Make good choices in<br>terms of activity and<br>toothbrushing | Know and talk about<br>the factors that<br>support health and<br>wellbeing: physical<br>activity, tooth<br>brushing, screen time,<br>sleep routine, road<br>safety | Understanding<br>healthy living        | Healthy eating topics<br>and provisions in the<br>environment<br>Creating own healthy<br>snacks<br>Sleep routines, tooth<br>brushing activities,<br>road safety focus<br>Story to promote<br>health and wellbeing. | Making healthy<br>choices<br><br>Identify, name, draw<br>and label the basic<br>parts of the human<br>body and say which<br>part of the body is<br>associated with each<br>sense. |



## Building Relationships- ELG

### 1- Work and play cooperatively and take turns with others

|      | 18months-3 years old  | 3 & 4 year olds  | Reception                                       | ELG                  | Provisions  | Link to Yr 1  |
|------|---|--|---|----------------------|---|---|
| PSED | Play with increasing confidence on their own and with others<br>Develop friendships<br>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities | Play with one or more children- extending play<br>Help to find solutions to conflicts and rivalries<br>Talk with other others to solve conflicts | Build constructive and respectful relationships | Play cooperatively   | Provide opportunity for independent play<br>Encourage children to find resolutions and compromises by supporting discussion<br>Game opportunities for turn taking e.g. card and board games | Learning Behaviours<br>Friendships<br>Relationships |
|      |   |  |   | Work with others     |   |   |
|      |   |  |   | Take turns and share |   |   |

### 2 - Form positive attachments to adults and friendships with peers

|      | 18months-3 years old  | 3 & 4 year olds                       | Reception                                       | ELG                          | Provisions  | Link to Yr 1  |
|------|---|---------------------------------------|---|------------------------------|---|---|
| PSED | Play with increasing confidence on their own and with other children- key person near | Build confidence in social situations | Build constructive and respectful relationships | Attachments to adults        | Circle Time<br>Team Building<br>What makes a good friend? | Learning Behaviours<br>Friendships<br>Relationships |
|      | Develop friendships with other children.  | Play together and resolve conflict    |   | Build friendships with peers |   |   |

### 3- Show sensitivity to their own and others' needs

|      | 18months-3 years old   | 3 & 4 year olds                                 | Reception                              | ELG                                       | Provisions                                 | Link to Yr 1   |
|------|--|---|--|---|--|--|
| PSED | Talk about their feelings                                    | Talk about feelings                             | Identify and moderate own feelings     | Show sensitivity to own needs and explain | Circle time discussions<br>Manage feelings | Learning behaviours<br>Behavioural expectations<br>Feelings<br>Empathy |
|      | Safely explore emotions                                      |   | Express their feelings                 |   |  |  |
|      | Be increasingly able to talk about and manage their emotions | Begin to understand how others might be feeling | Consider others' feelings              | Show empathy to others needs              |  |  |
|      |  |   | Think about the perspectives of others |   |  |  |

## Gross Motor Skills- ELG

### 1- Negotiate space and obstacles safely, with consideration for themselves and others

|    | 18months-3 years old   | 3 & 4 year olds  | Reception  | ELG                                      | Provisions  | Link to Yr 1  |
|----|--|--|--|--|---|---|
| PD | Start to use stairs independently<br><br>Build independently with a variety of resources<br><br>Independently use ropes and swings | Go up stairs and steps or climb using alternate feet<br>Collaborate with others to manage large items etc. | Confidently use a range of small and large equipment and obstacles | Negotiate space and obstacles            | Provide obstacle course equipment<br>Provide large scale building/ PE equipment=- make courses and use/ move etc.<br>PE lessons | Master basic movements<br>Participate in team games |
|    |  | Discussion over safety with children   | Discuss need for rules and how to remain safe                      | Show understanding of safety precautions |   |   |

### 2- Demonstrate strength, balance and co-ordination

|    | 18months-3 years old   | 3 & 4 year olds   | Reception  | ELG                                  | Provisions   | Link to Yr 1                   |
|----|--|---|--|--------------------------------------|--|--------------------------------|
| PD | Fit into spaces e.g. dens and large boxes  | Match tasks to activities                               | Core muscles for good posture<br>Overall body skills<br>Movement fluency | Strength<br>Balance<br>Co-ordination | Ribbon twirling<br>Large scale mark making<br>Outdoor skills- climbing, running etc. | Basic movements<br>Ball skills |
|    | Gradually gain control of their own body through practice of large scale movements | Use large movements e.g. streamers etc (shoulder pivot) |  |                                      |  |                                |

### 3- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing






|    | 18months-3 years old  | 3 & 4 year olds  | Reception  | ELG   | Provisions  | Link to Yr 1                                 |
|----|---|--|--|---|---|--|
| PD | Sit on and push along a wheeled toy<br>Use a scooter or ride a tricycle | Develop movement including use of bikes, scooters etc. | Revise and use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb | Different movement styles- hopping, skipping, jumping, climbing, dancing, running | PE lessons<br>Outdoor provision<br>Bikes, scooters, moving vehicles<br>Large construction | Team games<br>Basic movements<br>Ball skills |
|    | Walk, run, jump and climb<br>Spin and roll                              | Skip, hop, stand on one leg- games                     |  |   |   |  |
|    | Start to kick, throw and catch balls                                    | Ball skills  | Ball skills: throwing, catching, kicking, passing, patting etc.                            |   |   |  |

## Fine Motor Skills- ELG

### 1- Hold a pencil effectively in preparation for writing (nearly always tripod grip)

|    | 18months-3 years old  | 3 & 4 year olds                          | Reception  | ELG  | Provisions  | Link to Yr 1   |
|----|---|--|--|--|---|--|
| PD | Explore different materials and tools<br><br>Develop manipulation and control | Use a comfortable grip with good control | Develop a comfortable grip which shows good pencil and pen control | Hold pencil effectively- tripod grip                                     | Table and chairs at appropriate heights<br><br>Correct pencils and grips to support grip- consider left handers<br>Adult intervention where necessary | Sit correctly at a table, holding a pencil comfortably and correctly<br><br>Begin to form lower-case letters in the correct direction, starting and finishing in the right place |
|    |   | Show a preference for a dominant hand    | Use core muscle strength to achieve good posture                   | Sit comfortably at a table to write- good posture                        |   |  |
|    |   |  | Develop the foundations of an appropriate handwriting style        | Form letters accurately using the correct movements (shoulder pivot etc) |   |  |

### PENCIL GRIP PROGRESSION CHART

| Grip type                 | Pincer Grip   | Palmer Sulphinate Grip (Fist)   | Digital Pronate Grip   | Static Tripod Grip   | Dynamic Tripod Grip   |
|---------------------------|---|---|--|--|---|
| Typical Age               | 10- 12 months   | 15-18 months  | 2- 3years  | 3- 5years  | 4- 6years   |
| Description               | Using the pads of the index finger and thumb to begin picking up smaller objects (not usually pencils but the start of grip strength) | Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm | Pencil is held by all the fingers but the palm faces down towards the page. Movement comes from the wrist and uses wrist, hand and fingers | Pencil is held by three fingers and the movement comes from the wrist. More intricate mark making can take place. Several variations based on finger positioning | Pencil is stable in the traditional grip. The thumb and fingers leave an open space. Pencil moves efficiently and therefore mark making is more intricate |
| Visual                    |    |                                |   |   |    |
| Development Opportunities | Providing small objects to pick up<br>Encouraging construction e.g. building blocks<br>Playdough and threading                        | Large scale mark making e.g. chalk on floor, easel work, etc.<br>Circles and lines to copy<br>Playdough           | Smaller scale mark making<br>Zig Zag lines to copy and trace<br>Playdough  | Smaller mark making<br>Name writing<br>Starting with letter formations (Reception)<br>Playdough  | Smaller mark making<br>Letter formation<br>Writing<br>Pencil Grips<br>Playdough   |

## 2- Use a range of small tools e.g. scissors paint brushes, cutlery

|    | 18months-3 years old   | 3 & 4 year olds                                  | Reception  | ELG               | Provisions  | Link to Yr 1  |
|----|--|--|--|-------------------|---|---|
| PD | Explore different materials and tools                                    | Use one handed tools and equipment               | Develop small motor skills to use a range of tools competently | Using small tools | Appropriate tools and equipment- different sized paintbrushes, scissors, sticks, stampers, spreaders etc.<br>Funky fingers<br>Dough | To use a range of materials creatively to design and make products<br>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |
|    | Use large and small motor skills to do things independently e.g. buttons | Start to eat independently with a knife and fork |  |                   |   |   |

### SCISSOR USE PROGRESSION CHART

|                           |   |  |  |  |   |
|---------------------------|---|--|--|--|---|
| Scissor Use               | Holds scissors in both hands and explores open and shutting                                 | Opens and closes blades with scissors in one hand (not using paper)          | Makes snips in paper   | Uses a helping hand (non dominant) to guide the paper  | Cuts-<br>Straight line<br>Curved line<br>Circles<br>Square Shape<br>More complex shapes |
| Vocabulary                | Open, shut, safe, scissor, cut, snip  | Open, shut, close, scissor, cut, snip, thumb, fingers                        | Across, forward, side to side                                    | Move, change, help, slide, hold still,   | Cut, snip, curve, open, shut, follow, forwards, turn                                    |
| Development Opportunities | Free exploration<br>Finger strength activities e.g. playdough and other malleable materials | Encourage the thumb up position<br>Practise using on shaving foam, playdough | Provide scissors and paper in the creative areas for exploration | Model using the alternative hand to move the paper<br>Strengthen co-ordination and use of both hands through threading and lacing activities | Shapes to cut out<br>Scissor exploration  |

## 3 - Begin to show accuracy and care when drawing

|    | 18months-3 years old  | 3 & 4 year olds                                  | Reception   | ELG                            | Provisions  | Link to Yr 1   |
|----|---|--|---|--------------------------------|---|--|
| PD | Explore different materials and tools<br><br>Develop manipulation and control | Draw with increasing complexity and detail (EAD) | Draw with increasing complexity and detail- develop good techniques | Accuracy and care when drawing | Art station with materials to allow independent art<br><br>Opportunities to practise art e.g. mud mark making to bring the skills back for pencil control | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |

## ELG: Reading- Comprehension

### 1- Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary

#### Key Skills:

#### Story Retelling and Recall

- Sequencing stories
- Ordering events
- Learning and using vocabulary

|               | 18months-3 years old   | 3 & 4 year olds                                | Reception   | ELG                           | Provisions  | Link to Yr 1                                      |
|---------------|--|--|---|-------------------------------|---|---|
| Literacy      | Notice print such as name, a bus/ door number/ logos.                        | 5 key features of print- Sequencing            | Re-read books and stories to build up understanding | Retell stories & narratives   | Story time<br>Guided Reading<br>Story based themes                                    | Become familiar with key stories and retell them  |
|               | Pay attention and respond to the stories<br>Ask questions and makes comments | Engage in extended conversations about stories |   | Use new vocabulary in context | Use story vocabulary regularly in provision<br>Role play opportunities<br>Small world | Drawing on what they know about vocabulary learnt |
| Communication | Repeat words and phrases from familiar stories                               | Use a wider range of vocabulary                | Use new vocabulary                                  | Use new vocabulary in context |   |   |
|               |  |  | Describe events in some detail                      | Retell stories & narratives   |   |   |

### 2- Anticipate key events in stories.

#### Key Skills:

#### Prediction

|          | 18months-3 years old   | 3 & 4 year olds                                | Reception   | ELG                              | Provisions   | Link to Yr 1                                   |
|----------|--|--|---|----------------------------------|--|--|
| Literacy | Responds to pictures and words<br>Ask questions, make comments and share ideas | Engage in extended conversations about stories | Talk about stories- recall, discuss characters and say what might happen next | Anticipate key events in stories | Story Time<br>Story based themes<br>Role Play<br>Small world | Recognise and join in with predictable phrases |

### 3 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

#### Key Skills:

#### Vocabulary

- Learn new vocabulary
- Use new vocabulary in play

|          | 18months-3 years old  | 3 & 4 year olds                                   | Reception                                     | ELG  | Provisions   | Link to Yr 1   |
|----------|---|---|---|--|--|--|
| Literacy | Responds to pictures and words<br>Ask questions, make comments and share ideas        | Engage in extended conversations about stories    | Listen to and talk about stories (CL)         | Use new vocabulary during discussion around stories          | Story time<br>Stories in the environment<br>Group/ Guided Read<br>Individual reading | Drawing on what they already know or on background information and vocabulary provided by the teacher  |
|          | Notice and recognise some print e.g. logos, names, numbers                            | Print has meaning and can have different purposes | Engage in non- fiction texts (CL)             | Use new vocabulary during discussion around non fiction      | Book exploration time linked to themes and topics<br>As above                        | Participate in discussion about what is read to them, taking turns and listening to what others say    |
|          | Enjoys songs and rhymes- saying some words<br>Enjoy sharing books and have favourites | Join in with rhymes and songs                     | Listen carefully to rhymes and songs (CL)     | Use new vocabulary during discussion around rhymes and poems | Rhyme time<br>Phonics<br>Rhymes in the environment<br>Breadth of texts               | Learning to appreciate rhymes and poems, and to recite some by heart                                   |
|          | Listen to others talk with interest.  | Use a wider range of vocabulary                   | Use new vocabulary in different contexts (CL) | Use vocabulary in play- role play and small world play       | Role play enhancements<br>Small world enhancements                                   | Drawing on what they already know or on background information and vocabulary provided by the teacher. |

## ELG: Reading- Word reading

### 1- Say a sound for each letter and at least 10 digraphs

#### Key Skills:

#### Grapheme- phoneme recognition

- Phase 2 phonics
- Phase 3 phonics (digraphs)

|          | 18months-3 years old                                  | 3 & 4 year olds                                       | Reception   | ELG                         | Provisions | Link to Yr 1  |
|----------|---|---|---|-----------------------------|------------|---|
| Literacy | Phase 1 phonics<br>Listening and responding to sounds | Recognise words with the same initial sound (phase 1) | Read individual letters by saying the sounds for them (phase 2) | Say a sound for each letter | Phonics    | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes |
|          |   |   | Read groups of letters by saying the sounds for them (phase 3)  | Say at least 10 digraphs    | Phonics    |   |

### 2 - Read words consistent with their phonic knowledge by sound blending.

#### Key Skills:

#### Blending and segmenting

- Distinguishing individual sounds
- Blending individual sounds together

|          | 18months-3 years old                                  | 3 & 4 year olds  | Reception                                    | ELG                        | Provisions | Link to Yr 1   |
|----------|---|--|--|----------------------------|------------|--|
| Literacy | Phase 1 phonics<br>Listening and responding to sounds | Distinguish sounds in words by oral segmenting (phase 1) | Segment written words into individual sounds | Read CVC words by blending | Phonics    | Apply phonic knowledge and skills as the route to decode words                               |
|          |   | Blend sounds orally (phase 1)                            | Blend sounds together into short words       |                            | Phonics    | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |



### 3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

#### Key Skills:

#### Blending and segmenting

#### Tricky/ Common Exception Words

- Blend and segment words
- Recognise some words on sight for fluency
- Read books consistent with their phonics phase

|          | 18months-3 years old                                       | 3 & 4 year olds          | Reception                                     | ELG                         | Provisions  | Link to Yr 1   |
|----------|--|--------------------------|---|-----------------------------|---|--|
| Literacy | Phase 1 phonics<br>Listening and responding to sounds      | Recognise initial sounds | Blend sounds into words                       | Blend and segment words     | Phonics<br>Individual/ guided reading<br>Story time | Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words<br>Reread these books to build up their fluency and confidence in word reading |
|          | Notice and recognise some print e.g. logos, names, numbers | Print has meaning        | Read simple sentences containing known sounds | Read simple sentences       |   |  |
|          |  | Print has meaning        | Read common exception words (phases 2 & 3)    | Read common exception words |   | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word   |

## Writing- ELG

### 1- Write letters which are mostly well formed

#### Key Skills:

- Fine Motor Skills: Tool Control (paintbrushes, cutlery, pencils etc. PD link)
- Pencil control and grip
- Understanding letter formation

|                      | 18months-3 years old   | 3 & 4 year olds  | Reception   | ELG   | Provisions  | Link to Yr 1                    |
|----------------------|--|--|---|---|---|---------------------------------|
| Literacy             | Mark making  | Start to write some letters comfortably (e.g. from their name)                           | Form lower case letters<br>Form capital letters   | Write well-formed capital and lower case letters                    | Little Wandle formation phrases<br>Handwriting and letter formation<br>practise alongside phonics<br>Support in small groups when writing | Handwriting<br>Letter formation |
| Physical Development | Use small motor skills<br>Handle and use tools<br>Develop manipulation and control | Using one handed tools and equipment<br>Comfortable pencil grip (pinch)<br>Dominant hand | Use of tools (cutlery, paintbrushes, pens and pencils)<br>Tripod grip<br>Fluent handwriting | Hold a pencil correctly using the tripod grip (in almost all cases) | Fine Motor Activities in the provision (funky fingers)<br>Pencil grip support<br>Dough gym  |                                 |

### 2 - Spell words by identifying sounds in them and representing the sounds with a letter or letters

#### Key Skills:

- Grapheme- phoneme correspondence
- Segmenting and blending
- Sound discrimination

|          | 18months-3 years old  | 3 & 4 year olds                                 | Reception                                  | ELG                                     | Provisions   | Link to Yr 1   |
|----------|---|---|--|---|--|--|
| Literacy |   | Distinguish and recognise initial sounds        | Identify sounds in words                   | Identify sounds in words                | Phonics  | Know letters of the alphabet and their link to sounds            |
|          | Make marks which signify name or others names- give meaning | Use print and letter knowledge e.g. m for mummy | Link phoneme and graphemes                 | Link phoneme and graphemes (Phase 3)    | Phonics<br>Small focus literacy<br>Writing application opportunities | Spell words using the known grapheme and phoneme correspondences |
|          | Start to recognise print around them e.g. own name          | Write own name                                  | Start to spell some common exception words | Spell some known common exception words | Phonics<br>Application opportunities                                 | Spell common exception words                                     |

### 3- Write simple phrases and sentences that can be read by themselves and others

#### Key Skills:

- Grapheme- phoneme correspondence
- Segmenting sounds in words
- Blending sounds in words
- Tricky Words
- Sentence construction

|          | 18months-3 years old   | 3 & 4 year olds      | Reception  | ELG                                      | Provisions   | Link to Yr 1                                |
|----------|--|----------------------|--|--|--|---|
| Literacy | Add marks to pictures they give meaning too e.g. that says mummy | Write initial sounds | Write words with known grapheme-phoneme correspondences        |  | Phonics  |   |
|          | Enjoy drawing freely   |                      | Compose a simple sentence for writing (orally and count words) | Write simple sentences and phrases.      | Phonics<br>Small group focus input<br>Writing opportunities throughout provision | Saying sentences aloud and composing orally |
|          | Make marks to stand for their own name                           |                      | Write words and then short sentences                           |  |  |   |
|          |  |                      | Use finger spaces, capital letters and full stops              |  |  | Conventions of a sentence                   |
|          |  |                      | Read sentences back  | Writing can be read by myself and others |  | Rereading                                   |

## Number- ELG

### 1- Have a deep understanding of number to 10, including the composition of each number

|       | 18months-3 years old  | 3 & 4 year olds                                       | Reception  | ELG   | Provisions   | Link to Yr 1  |
|-------|---|---|--|---|--|---|
| Maths | Take part in finger rhymes with numbers e.g. round and round the garden | Show 'finger numbers to 5'                            | Explore the composition of numbers to 10                                 | Have a deep understanding of number to 10, including the composition of each number | Counting songs<br><br>Different representations of numbers<br><br>Counting objects (loose parts etc) | Identify and represent numbers using objects and pictorial representations<br><br>Read and write numbers from 1 to 20 in numerals |
|       |   | Link numerals and amounts to 5                        | Link the numerical symbol with its cardinal number value (numeral-value) |   |  |   |
|       | Count in everyday contexts (sometimes skipping e.g. 1,2,3,5)            | Say one number for each item<br>Recite numbers past 5 | Count objects, actions and sounds  |   |  |   |

### 2- Subitise (recognise quantities without counting) up to 5

|       | 18months-3 years old                                     | 3 & 4 year olds                                | Reception                         | ELG  | Provisions   | Link to Yr 1   |
|-------|--|--|-----------------------------------|--|--|--|
| Maths | React to changes of amount in a group of up to 3 objects | Fast recognition of up to 3 objects (subitise) | Subitise                          | Subitise (recognise quantities without counting) up to 5 | Hiding and guessing games<br>Dice skills<br>Familiarisation with different number representations e.g. 10's frames | Identify and represent numbers using objects and pictorial representations |
|       | Count in everyday contexts                               | Say one number for each item.                  | Count objects, actions and sounds |  |  |  |

### 3- 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

|       | 18months-3 years old                                  | 3 & 4 year olds                                      | Reception                 | ELG  | Provisions  | Link to Yr 1  |
|-------|---|--|---------------------------|--|---|---|
| Maths | Climb and squeeze selves into spaces- problem solving | Solve real world maths problems with numbers up to 5 | Recall number bonds to 10 | Recall number bonds to 5                       | Mathematical problems   | Represent and use number bonds and related subtraction facts within 20<br>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations |
|       | Complete inset puzzles (problem solving)              |  |                           | Recall subtraction facts for number bonds to 5 | Introduction of tens frames and visual representations to support understanding |   |
|       |   |  |                           | Recall some number bonds to 10                 |   |   |
|       |   |  |                           | Recall some doubles facts                      |   |   |

## Numerical patterns- ELG

### 1- Verbally count beyond 20, recognising the pattern of the counting system

|       | 18months-3 years old                            | 3 & 4 year olds   | Reception                            | ELG  | Provisions  | Link to Yr 1   |
|-------|---|---|--------------------------------------|--|---|--|
| Maths | Count in everyday contexts (sometimes skipping) | Recite numbers past 5   | Count beyond 10                      | Verbally count beyond 20                     | Counting games<br><br>Counting throughout the environment<br><br>Counting songs | Count to and across 100<br><br>Count, read and write numbers to 100 in numerals<br><br>Read and write numbers from 1 to 20 in numerals |
|       | Notice patterns and arrange things in patterns  | Extend and create patterns<br>Notice and correct errors in patterns | Continue, copy and recreate patterns | Recognise the pattern of the counting system |   |  |

### 2. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

|       | 18months-3 years old   | 3 & 4 year olds  | Reception  | ELG  | Provisions   | Link to Yr 1   |
|-------|--|--|--|--|--|--|
| Maths | Compare sizes, weights, etc. using gesture and language e.g. big, tall heavy | Make comparisons between objects relating to size, weight, length, weight and capacity | Compare numbers<br><br>Compare length, weight and capacity | Compare quantities up to 10                    | Weighing and measuring stations using real world equipment                         | Given a number, identify one more and one less<br><br>Compare, describe and solve practical problems for: length, weight, capacity |
|       | Compare amounts saying lots, more, same.                                     | Compare quantities using vocabulary: more, less, fewer, same                           | Understand the one more/ one less than relationship        | Recognise greater than, less than and equal to | Sand and water play<br><br>Real life comparison applications e.g. in the role play |  |

3- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

|       | 18months-3 years old                            | 3 & 4 year olds   | Reception   | ELG  | Provisions   | Link to Yr 1  |
|-------|---|---|---|--|--|---|
| Maths | Notice patterns and arrange things in patterns. | Talk about and identify patterns<br>Extend and create patterns<br>Notice errors in patterns<br>Experiment with symbols and marks as well as numerals<br>Solve real world maths problems | Continue copy and create repeating patterns<br><br>Explore the composition of numbers to 10 | Explore and represent patterns within numbers up to 10<br><br>Even and odd numbers<br>Doubles facts<br>Sharing | Real world mathematical problems<br>Pattern work with colours, shapes etc.<br>Number patterns-visual | Identify and represent numbers using objects and pictorial representations<br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity |

## Shape, Space and Measure

|       | 18months-3 years old   | 3 & 4 year olds  | Reception   | ELG                | Provisions   | Link to Yr 1                                 |
|-------|--|--|---|--------------------|--|--|
| Maths |  | Talk about and explore 2D and 3D shapes using informal mathematical language |   | NO ELG REQUIREMENT | Construction play  | Recognise and name common 2-D and 3-D shapes |
|       | Build with a range of equipment<br>Complete inset puzzles  | Select shapes appropriately for building or creating pictures and models     | Select, rotate and manipulate shapes in order to develop spatial reasoning skills                     |                    | Various construction kits to create models, nets, etc.   |  |
|       | Combine objects such as blocks and stacking cups- put inside each other and remove<br>Complete inset puzzles | Combine shapes to make new ones.   | Compose and decompose shapes- recognition that a shape can have shapes within it (just like a number) |                    | Shape activities within the environment e.g. creating art with shapes, printing, junk modelling, painting etc. |  |

|       | 18months-3 years old                                     | 3 & 4 year olds  | Reception                           | ELG                | Provisions  | Link to Yr 1  |
|-------|--|--|-------------------------------------|--------------------|---|---|
| Maths | Compare sizes, weights, etc. Tall, long, high, heavy etc | Make comparisons between objects relating to length, size, weight and capacity                         | Compare length, weight and capacity | NO ELG REQUIREMENT | Map work (linking to UW)<br>Sand and water play with various tools and objects<br>Stories related to journeys and position e.g. Rosie's Walk, | Compare, describe and solve practical problems for:<br>Length<br>Weight<br>Capacity |
|       |  | Understand position through words alone e.g. under, over, on top of etc. Discuss routes and locations. |                                     |                    |   |   |

## Past and Present- ELG

### 1- Talk about the lives of people around them and their role in society

|    | 18months-3 years old   | 3 & 4 year olds  | Reception   | ELG  | Provisions   | Link to Yr 1   |
|----|--|--|---|--|--|--|
| UW | Make connections between the features of their family and other families | Begin to make sense of their own life story and family history<br>Show interest in different occupations | Talk about members of their own family and their community<br>Name and describe people familiar to them | Talk about the lives of people around them and their role in society | Small world play<br>Role play opps<br>Discussing job roles<br>Visits from people with different jobs<br>Visits from older relatives with interesting stories<br>Looking at objects from the past that belonged to relatives e.g. mum's favourite book etc. | <b>History</b><br>Changes within living memory<br>The lives of significant individuals in the past<br>Significant historical events, people and places in their own locality |

### 2- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read

|    | 18months-3 years old   | 3 & 4 year olds  | Reception   | ELG   | Provisions   | Link to Yr 1   |
|----|--|--|---|---|--|--|
| CL | Make connections between the features of their family and other families | Begin to make sense of their own life story and family history | Compare and contrast characters from stories, including figures from the past<br>Comment on images of familiar situations from the past | Know some similarities and differences between now and then | Small world play<br>Role play opps<br>Discussing job roles<br>Visits from people with different jobs<br>Visits from older relatives with interesting stories<br>Looking at objects from the past that belonged to relatives e.g. mum's favourite book etc. | <b>History</b><br>Changes within living memory<br>The lives of significant individuals in the past<br>Significant historical events, people and places in their own locality |



### 3 - Understand the past through settings, characters and events encountered in books and storytelling

|    | 18months-3 years old   | 3 & 4 year olds  | Reception   | ELG  | Provisions   | Link to Yr 1  |
|----|--|--|---|--|--|---|
| CL | Make connections between the features of their family and other families | Begin to make sense of their own life story and family history | Comment on images of familiar situations from the past                        | Understand the past through books- settings and characters | Small world play<br>Role play opps<br>Discussing job roles<br>Visits from people with different jobs<br>Visits from older relatives with interesting stories<br>Looking at objects from the past that belonged to relatives e.g. mum's favourite book etc. | History<br>Changes within living memory<br>The lives of significant individuals in the past<br>Significant historical events, people and places in their own locality |
|    |  |  | Compare and contrast characters from stories, including figures from the past |  |  |   |

## People, cultures and communities- ELG

### 1- Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps

|    | 18months-3 years old                           | 3 & 4 year olds   | Reception                                       | ELG                                  | Provisions   | Link to Yr 1  |
|----|--|---|---|--------------------------------------|--|---|
| UW |  |   | Draw information from a simple map              | Describe their immediate environment | Investigation stations<br>Provide simple maps of the local area<br>Provide natural materials to explore<br>Forest School<br>Senses exploration | <b>Geography</b><br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |
|    | Explore materials with different properties    | Explore collections of materials with similar and or different properties | Explore the natural world around them           |                                      |  |   |
|    | Explore natural materials indoors and outdoors | Use all senses in hands on exploration                                    | Describe what they see, hear, feel when outside |                                      |  |   |

### 2- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.

|    | 18months-3 years old                               | 3 & 4 year olds   | Reception  | ELG   | Provisions  | Link to Yr 1  |
|----|--|---|--|---|---|---|
| UW | Notice differences and similarities between people | Continue to develop positive attitudes about the differences between people | Understand that some places are special to members of their community                      | Know some similarities and differences between different religious and cultural communities in this country | Multicultural provision- dolls, small world, role play etc.<br>Visits from members of the community from different faiths etc.<br>Visits to different places of worship<br>Look at pictures from other cultures | <b>RE</b><br>Follow school's RE policy and planning for support |
|    |  |   | Recognise that people have different beliefs and celebrate special times in different ways |   |   |   |

3- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

## Geography

|    | 18months-3 years old                         | 3 & 4 year olds   | Reception  | ELG  | Provisions  | Link to Yr 1   |
|----|--|---|--|--|---|--|
| UW | Make connections between people and families | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and others</p> | Explain some similarities and differences between life in this country and other countries | <p>Provide maps</p> <p>Provide pictures/ artefacts/ watch videos of life in other countries</p> | <p><b>Geography</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> |

## The Natural World- ELG

### 1- Explore the natural world around them, making observations and drawing pictures of animals and plants

|    | 18months-3 years old   | 3 & 4 year olds   | Reception   | ELG   | Provisions   | Link to Yr 1  |
|----|--|---|---|---|--|---|
| UW | Explore and respond to different natural phenomena in their setting and on trips | Begin to understand the need to respect and care for the natural environment and living things                    | Explore the natural world around them             | Explore the natural world around them, making observations and drawing pictures of animals and plants | Forest School<br>Outdoor areas<br>Pictures of animals<br>Plants to create process/ observational art<br>Photos to explore<br>Outdoor investigation areas<br>Magnifying glasses etc for investigation | <b>Science</b><br>Identify and describe plants and animals (including humans) |
|    |  | Talk about what they see using a wide vocabulary  | Describe what they see, hear, feel whilst outside |   |  |   |
|    |  | Plant seeds and care for growing plants<br>Understand the key features of the life cycle of a plant and an animal |   |   |  |   |

### 2- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

|    | 18months-3 years old  | 3 & 4 year olds   | Reception   | ELG   | Provisions  | Link to Yr 1  |
|----|---|---|---|---|---|---|
| CL | Explore natural materials both inside and outside<br><br>Explore and respond to natural phenomena | Know that there are different countries in the world and look at similarities and differences | Recognise some environments are different to the one in which they live | Know some similarities and differences between the natural world around them and contrasting environments | Photographs and books related to other environments<br>Books from around the world e.g. jungles, polar, different continents. | <b>Geography</b><br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |

### 3 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

|  | 18months-3 years old  | 3 & 4 year olds   | Reception  | ELG   | Provisions   | Link to Yr 1  |
|--|---|---|--|---|--|---|
|  | Explore and respond to different natural phenomena in their setting and on trips            |   | Explore the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc. | Understand some important processes and changes in the natural world around them- Seasons         | Forest School<br>Investigation stations<br>Materials both natural and man-made to explore and discuss<br>Explore forces in everyday life | <b>Science</b><br>Working scientifically<br>Materials |
|  | Explore materials with different properties<br>Explore natural materials inside and outside | Explore collections of materials with similar/different properties<br>Talk about the differences between materials and the changes they notice<br>Talk about forces they can feel |  | Understand some important processes and changes in the natural world around them- changing states |  |   |

## Creating with materials- ELG

1- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

|     | 18months-3 years old   | 3 & 4 year olds   | Reception  | ELG                               | Provisions   | Link toYr 1  |
|-----|--|---|--|-----------------------------------|--|--|
| EAD | Explore materials using all their senses to investigate them               | Explore materials freely  | Explore and use a range of artistic effects to express themselves                        | Use and explore materials         | Provide free choice and process driven art activities- paint, collage, drawing, chalk/ pastels, junk modelling | To use a range of materials creatively to design and make products                                   |
|     | Make marks intentionally<br>Express ideas and feelings through mark making | Draw with increasing complexity and detail<br>Create freely using own ideas |  | Use and explore tools             |  |  |
|     | Make simple models   | Join materials together   |  | Use and explore techniques        | Teach skills in focus groups that children can transfer to their art learning                                  | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
|     | Explore materials using all their senses to investigate them               | Explore colour mixing   | Return to and build on previous learning, refining their ideas<br>Create collaboratively | Experiment with colour            |  |  |
|     |  | Develop own ideas   |  | Experiment with design            |  |  |
|     |  |   |  | Experiment with texture           |  |  |
|     |  |   |  | Experiment with form and function |  |  |

### PROGRESSION IN ART & DESIGN

|               |  |   |   |
|---------------|--|---|---|
| Cutting       | Ripping with hands<br>Beginning of scissor grip but not secure         | Scissors<br>Shaped scissors   | Confident use of scissors e.g. cutting out a shape, sticking to a line<br>Supervised use of more complex cutting tools e.g. Stanley knife, etc. |
| Joining       | Glue (PVA or glue stick)<br>Generally joins flat surfaces successfully | Joining surfaces of different shapes<br>Tape<br>Bands<br>Stitching<br>Paperclips<br>Staples<br>Tags<br>Hole punch | Combining resources.<br>Developing joining techniques, e.g. Tabs for gluing and hinges  |
| Painting      | Hands<br>Large paint brushes<br>Upright easels<br>Large paper          | Smaller paintbrushes<br>Different tools e.g. cotton buds/ sticks, various paints                                  | Self-selection<br>Creating textured paint, using different techniques e.g. dabbing, strokes   |
| Printing      | Sponges<br>Stampers<br>Hands   | Pompoms<br>Imprinting in dough<br>Fruit and vegetables  | Patterns & Symmetry<br>Cotton buds<br>Dabbers   |
| Colour Mixing | Mix all the colours together and experiment with colour mixing         | Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange                     | Explore tone through colour mixing  |

## 2- Share their creations explaining the processes they have used

|     | 18months-3 years old   | 3 & 4 year olds  | Reception  | ELG                                   | Provisions  | Link to Yr 1  |
|-----|--|--|--|---------------------------------------|---|---|
| EAD | Express ideas through mark making and simple models<br>Use imagination to manipulate | Explore freely in order to create designs and think about what they would like to make | Explore and use a range of artistic effects to express themselves<br>Refine ideas in designs created | Share creations and explain processes | Provide space for children to keep their creations and provide "talk time" opportunities for them to share. | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |

## 3- Make use of props and materials when role playing characters in narratives and stories

|     | 18months-3 years old  | 3 & 4 year olds  | Reception                                | ELG                                       | Provisions   | Link to Yr 1  |
|-----|---|--|--|---|--|---|
| EAD | Start to develop and expand pretend play pretending some objects represent others e.g. cars made from boxes, phones made from boxes etc | Begin to develop complex stories through small world and role play | Develop storylines in their pretend play | Make use of props/ materials in role play | Deconstructed role play- art/ design area- place for making props to support their own stories<br>Materials for costume creation<br>Enhancement in role play to reflect current learning | Give well-structured narratives for different purposes, including for participating in performances, role play<br>Participate in performances and role play |

## Being imaginative and expressive- ELG

### 1- Invent, adapt and recount narratives and stories with peers and their teacher

|         | 18months-3 years old   | 3 & 4 year olds  | Reception  | ELG                | Provisions  | Link to Yr 1  |
|---------|--|--|--|--------------------|---|---|
| EAD/ CL | Start to develop and expand pretend play pretending some objects represent others e.g. cars made from boxes, phones made from boxes etc, | Develop imaginative play<br><br>Make imaginative small world set ups       | Develop storylines in their play                                     | Invent narratives  | Role play<br>Small world<br>Puppets<br>Enhancements linked to themes and stories which are familiar | Give well-structured narratives for different purposes, including for participating in performances, role play<br><br>Participate in performances and role play |
|         |  | CL Enjoy listening to longer stories and can remember much of what happens | CL Retell stories they are familiar with demonstrating understanding | Adapt narratives   |   |   |
|         |  |  |  | Recount narratives |   |   |

### IMAGINATIVE PLAY PROGRESSION SKILLS

|             |  |  |  |
|-------------|--|--|--|
| Communicate | Playing alongside others<br>Engaging when invited<br>Limited vocabulary                  | Engaging with others and asking questions<br>Child centre  | Full engagement<br>Using language as a tool to engage and engage others<br>Wide ranging vocabulary linked to experiences and familiar stories/ non fiction |
| Recreate    | Basic home roles from their familiar lived experiences including pets etc.               | Linked to more real life experience e.g. visit to the shops, taking a pet to the vets, trip to the zoo   | Using a book/ tv/ film stimulus e.g. princesses and dragons, paw patrol, familiar class story  |
| Innovate    | Pretending objects are items from their own direct experiences e.g. this box is my house | Develops a story within their role play linked to familiar events and props (see above)                  | Develops and builds on a story, acting out a narrative with others   |
| Co-operate  | Play alongside others and engage in similar play   | Extend and elaborate play ideas and engage in conversations<br>Take steps to negotiate and problem solve | Create a story line by acting out narratives together<br>Build on other's ideas<br>Solve conflict through negotiation                                      |



## 2- Sing a range of well-known nursery rhymes and songs

|     | 18months-3 years old  | 3 & 4 year olds  | Reception  | ELG                                      | Provisions  | Link to Yr 1   |
|-----|---|--|--|--|---|--|
| EAD | Enjoy and take part in action songs e.g. twinkle twinkle, the wheels on the bus | Remember and sing entire songs<br>Create their own songs | Sing in a group (or alone) increasingly match the pitch and melody | Sing a range of songs and nursery rhymes | Song time- singing in class<br>Nursery rhymes as a literacy topic<br>Singing nursery rhymes | Use their voices expressively and creatively by singing songs and speaking chants and rhymes |

## 3- Perform songs, rhymes, poems and stories with others and try to move in time to music

|     | 18months-3 years old  | 3 & 4 year olds  | Reception                                    | ELG                                      | Provisions  | Link to Yr 1   |
|-----|---|--|--|--|---|--|
| EAD | Join in with songs and rhymes   | Remember and sing songs  | Sing in a group (or alone)                   | Perform songs, rhymes, poems and stories | Song time- singing in class<br>Nursery rhymes as a literacy topic<br>Singing nursery rhymes<br>Musical instruments in the environment<br>Listen to a variety of music and dance/ respond with drawings etc. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>Play instruments musically<br>Listen with concentration and understanding to a range of music<br>Experiment with, create, select and combine sounds. |
|     | Enjoy and take part in action songs e.g. twinkle twinkle, the wheels on the bus | Sing the pitch and melodic shape                                       |  |  |   |  |
|     | Explore a range of sound makers and instruments- play them in different ways    | Play instruments with increasing control to express feelings and ideas | Explore and engage in music making and dance | Move in time to music                    |   |  |
|     | Make rhythmical and repetitive sounds   | Listen and respond to sounds   | Listen attentively and move to music         |  |   |  |