EYFS Curriculum Guidance

(Taken from 'Development Matters' and 'Birth to 5 Matters')

Area of Learning		3-4 years Range 5 (36 - 48 months)	4-5 years Range 6 (48 - 60 months)	ELG (60 – 71 months)
COMMUNICATION & LANGUAGE	LISTENING, ATTENTION & UNDERSTANDING	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Engage in story times. Able to follow a story without pictures or props. Listens carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand how to listen carefully and why listening is important. Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. May indicate two channeled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short periods. Listens and responds to ideas expressed by others in conversation or discussion. Understands a range of complex sentence structures including negatives, plurals and tense markers.	**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.**
	SPEAKING	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver."	Use new vocabulary through the day. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non-fiction books. Introduce a storyline or narrative into their play. Use language to imagine and recreate roles and experiences in play situations.	**Participate in small group, 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 appropriate.** **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 their teacher.**

			Taken from Birth to 5 (Literacy – Reading) *4-5 years* Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail	

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	SELF-REGULATION (Inc: Understanding Emotions)	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others.	**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.** **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**
	MANAGING SELF (Inc: Health & Self-Care)	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them of a rule. Develop appropriate ways of being assertive. *Taken from Development Matters (Physical Development) 3-4 years* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.	Manage their own needs. Show resilience and perseverance in the face of challenge. Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. *Taken from Development Matters (Physical Development) 4-5 years* Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	**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.**

	MAKING & BUILDING RELATIONSHIPS	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. Talk to others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. Understand gradually how others might be feeling.	Build constructive and respectful relationships. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Is proactive in seeking adult support and able to articulate their wants and needs. Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.	**Work and play cooperatively and take turns with others.** **Form positive attachments to adults and friendships with peers.** **Show sensitivity to their own and to others' needs.**

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PHYSICAL DEVELOPMENT	GROSS MOTOR SKILLS	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	**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.**
	FINE MOTOR SKILLS	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Begins to form recognisable letters independently	**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, paintbrushes and cutlery.** **Begin to show accuracy and care when drawing.**

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LITERACY	COMPREHENSION	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.	Re-read what they have written to check that it makes sense.	**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 (inc: Reading)	Develop their phonological awareness, so that they can: - spot and suggest rhymes (Recognises rhythm in spoken words, songs, poems and rhymes) - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. (Hears and says the initial sound in words) Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Recognises familiar words and signs such as own name, advertising logos and screen icons. Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). Handles books and touch screen technology carefully and the correct way up with growing competence. Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.	Read individual letters by saying the sounds for them. Starts to link sounds to letters, naming and sounding the letters of the alphabet Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. Enjoys an increasing range of print and digital books, both fiction and non-fiction. Knows that information can be retrieved from books, computers and mobile digital devices. Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Continues a rhyming string and identifies alliteration. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	**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.**
	WRITING	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	**Write recognisable letters, most of which are correctly formed.** **Spell words by identifying sounds in them and representing the sounds with a letter or letters.**

		Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.	Write single clause short sentences with words with known sound-letter correspondences using a capital letter and full stop. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.	**Write simple phrases and sentences that can be read by others.**

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MATHEMATICS	NUMBER	**Counting:** Show 'finger numbers' up to 5. May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers. Begin to recognise numerals 0 to 10. **Cardinality:** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Subitises one, two and three objects (without counting). **Composition:** Solve real world mathematical problems with numbers up to 5. Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	**Counting:** Count beyond 10. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). **Cardinality:** Count objects, actions and sounds. Subitise (Engages in subitising numbers to four and maybe five) Link the number symbols (numeral) with its cardinal number value. Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10). **Composition:** Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers up to 10. Automatically recall number bonds for numbers 0-10. Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"	**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	**Comparison:** Compare quantities using language: 'more than', 'fewer than'. Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! **Shape:** Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	**Comparison:** Compare numbers Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things, showing understanding of relative size. **Shape:** Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.	**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.** **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**

		Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. (Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes / Attempts to create arches and enclosures when building, using trial and improvement to select blocks). Shows awareness of shape similarities and differences between objects. **Spatial Awareness:** Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Predicts, moves and rotates objects to fit the space or create the shape they would like **Measures:** Make comparisons between objects relating to size, length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Recalls a sequence of events in everyday life and stories. **Patterns:** Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…' Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. **Spatial Awareness:** Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). May enjoy making simple maps of familiar and imaginative environments, with landmarks. **Measures:** Compare length, weight and capacity. Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers and calendars. **Pattern:** Continue, copy and create repeating patterns. Spots patterns in the environment, beginning to identify the pattern "rule". Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.	

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UNDERSTANDING THE WORLD	PAST & PRESENT	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Taken from Birth to 5 (Understanding the World – People, Cultures & Communities) 4-5 years Talks about past and present events in their own life and in the lives of family members.	**Talk about the lives of the people around them and their roles in society.** **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.** **Understand the past through settings, characters and events encountered in books read in class and storytelling.**
	PEOPLE, CULTURES & COMMUNITIES	Show interest in different occupations (and ways of life indoors and outdoors) Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Enjoys joining in with family customs and routines. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **Know some similarities and differences 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 from stories, non-fiction texts and (when appropriate) maps**
	THE NATURAL WORLD	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Talks about why things happen. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Looks closely at similarities, differences, patterns and change in nature. Understand the effect of changing seasons on the natural world around them. Makes observations of animals and plants and explains why some things occur, and talks about changes.	**Explore the natural world around them, making observations and drawing pictures of animals and plants.** **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.** **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

	TECHNOLOGY	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.	Completes a simple program on electronic devices. Uses ICT hardware to interact with age appropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can use the internet with adult supervision to find and retrieve information of interest to them.	**NO ELG for TECHNOLOGY** Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.

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EXPRESSIVE ARTS & DESIGN	CREATING WITH MATERIALS	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Explores and learns how sounds and movements can be changed. Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Enjoys joining in with moving, dancing and ring games. Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Taps out simple repeated rhythms. Develops an understanding of how to create and use sounds intentionally. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. Uses tools for a purpose.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** **Share their creations, explaining the process they have used.** **Make use of props and materials when role playing characters in narratives and stories**
	BEING IMAGINATIVE & EXPRESSIVE	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. *Taken from Birth to 5 (Literacy – Reading)* *4-5 years* Re-enacts and reinvents stories they have heard in their play. Creates representations of both imaginary and real-life ideas, events, people and objects Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.	**Invent, adapt and recount narratives and stories with peers and their teacher.** **Sing a range of well-known nursery rhymes and songs.** **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.**

		Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Creates sounds, movements, drawings to accompany stories. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Engages in imaginative play based on own ideas or first-hand or peer experiences. Plays alongside other children who are engaged in the same theme.	Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.	