

Assessment in Apple Class

Observation Checkpoints				
	Autumn 1 Baseline	Autumn 2 Checkpoint 1	Spring 2 Checkpoint 2	Summer 2 EYFS Profile
Communication & Language				
Listening, Attention	<ul style="list-style-type: none"> Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus Listens to others in one-to-one or small groups, when conversation interests them. 	<ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> 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-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. 	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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.
Understanding	<ul style="list-style-type: none"> Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) Understands use of objects (e.g. Which one do we cut with?) Beginning to understand why and how questions. 	<ul style="list-style-type: none"> Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. Understands a range of complex sentence structures including negatives, plurals and tense markers. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. 	<ul style="list-style-type: none"> Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how 	
Speaking	<ul style="list-style-type: none"> Uses a variety of questions (e.g. what, where, who). Beginning to use more complex sentences to link thoughts (e.g. using and, because). Able to use language in recalling past experiences. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). 	<ul style="list-style-type: none"> Uses talk to explain what is happening and anticipate what might happen next. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. 	<ul style="list-style-type: none"> Beginning to use a range of tenses (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Introduces a storyline or narrative into their play. 	<p>ELG: Speaking</p> <ul style="list-style-type: none"> 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.
Personal, Social & Emotional Development				
Self-regulation	<ul style="list-style-type: none"> Expresses the emotions of happiness, sadness, anger, frustration, anxiety Seeks comfort from familiar adults when needed. Recognises that some actions can hurt or harm others and stop themselves. Understands simple rules in the outdoor and classroom provision and will join in simple songs and games. 	<ul style="list-style-type: none"> Responds to the feelings of others, showing concern and offering comfort. Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares. Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. Talks about their own and others’ feelings and behaviour and its consequences. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, “emotional refueling” and practical help in new or challenging situations. 	<ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. 	<p>ELG: Self-Regulation:</p> <ul style="list-style-type: none"> 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.
Sense of Self	<ul style="list-style-type: none"> Asserts their ideas and preferences when playing. Makes choices and decisions in their play. Enjoys a sense of belonging through being involved in daily tasks. 	<ul style="list-style-type: none"> Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Recognises that they belong to different communities and social groups and communicates freely about own home and community 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 	<ul style="list-style-type: none"> Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	<p>ELG: Managing Self:</p> <ul style="list-style-type: none"> 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.

<p>Building Relationships</p>	<ul style="list-style-type: none"> • Builds relationships with familiar people but may show anxiety in the presence of strangers. • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. • Is proactive in seeking adult support and able to articulate their wants and needs. 	<ul style="list-style-type: none"> - Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it - Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. - Seeks out companionship with adults and other children, sharing experiences and play ideas. - Uses their experiences of adult behaviours to guide their social relationships and interactions. - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. - 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 Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. 	<ul style="list-style-type: none"> • 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. 	<p>ELG: Building Relationships:</p> <ul style="list-style-type: none"> - 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

<p>Gross motor Skills Fine Motor Skills Health & Self-care</p>	<ul style="list-style-type: none"> • Runs safely on whole foot • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand • Holds mark-making tools with thumb and all fingers • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise risk and seeks the support and comfort of significant adults • Willing to try a range of different textures and tastes and expresses a preference. (dinner time) • Dresses with help/independently, • Dry and clean during the day • Can attend to toileting needs most of the time themselves. 	<ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles <ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, <ul style="list-style-type: none"> • Observes and can describe in words or actions the effects of physical activity on their bodies. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Can initiate and describe playful actions or movements for other children to mirror and follow 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical Experience 	<p>ELG: Gross Motor Skills:</p> <ul style="list-style-type: none"> - 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.
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Literacy

Comprehension	<ul style="list-style-type: none"> Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a Enjoys rhythmic and musical activity Can follow/join in with a simple rhythm Listens to and joins in with stories and poems, when reading one-to-one and in small groups Recognises familiar words and signs such as own name, 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 	<ul style="list-style-type: none"> 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 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 Is able to recall and discuss stories or information that has been read to them, or they have read themselves Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. <p style="text-align: center;">• Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<ul style="list-style-type: none"> Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 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 Re-enacts and reinvents stories they have heard in their play Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 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 	<p>ELG: Comprehension:</p> <ul style="list-style-type: none"> 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. <p>ELG: Word Reading:</p> <ul style="list-style-type: none"> 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.
Word Reading				
Writing	<ul style="list-style-type: none"> Sometimes gives meaning to their drawings and paintings Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 	<ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings 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 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 	<ul style="list-style-type: none"> 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 Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<p>ELG: Writing:</p> <ul style="list-style-type: none"> 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. Write simple phrases and sentences that can be read by others.

Maths

Number	<p>Counting/Cardinality</p> <ul style="list-style-type: none"> Rote count to 10 1-1 counting 5 Subitise up to three objects Understand that the last number said is the amount. Beginning to notice numerals (number symbols) Beginning to recognise numerals to 0-10 Able to compare and recognise changes in numbers of things, using words like more, lots or 'same' Recognise and continue a repeating pattern <p>Measures</p> <ul style="list-style-type: none"> Compare longer and shorter/heavier/lighter Beginning to anticipate times of the day such as mealtimes or 	<ul style="list-style-type: none"> Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> 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 <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size <p>Composition</p> <ul style="list-style-type: none"> 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 	<p>ELG: Number:</p> <ul style="list-style-type: none"> 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. <p>ELG: Numerical Patterns:</p> <ul style="list-style-type: none"> 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
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	<p>home time</p> <p>Comparison</p> <ul style="list-style-type: none"> ➤ Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>you've got two, I've got two. Same!</i> • <i>Or more or less when comparing two groups of different sizes.</i> 	<p>beyond) and back from 10 to 0</p> <ul style="list-style-type: none"> • Increasingly confident at putting numerals in order <p>0 to 10 (ordinality)</p> <p>Cardinality</p> <ul style="list-style-type: none"> • Engages in subitising numbers to four and maybe five • 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) • In practical activities, adds one and subtracts one with numbers to 10 <p>Measures</p> <ul style="list-style-type: none"> • Recalls a sequence of events in everyday life and stories • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 	<p>and three</p> <ul style="list-style-type: none"> • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard <p>Measures</p> <ul style="list-style-type: none"> • 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 	<p>same as the other quantity.</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Spatial awareness and shape	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • name some simple 2d shapes • Chooses puzzle pieces and tries to fit them in • Makes simple constructions 	<ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • 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 <p>Pattern</p> <ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	<ul style="list-style-type: none"> • 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 <p>Pattern</p> <ul style="list-style-type: none"> • 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 	
Understanding the World				
Past and Present	<ul style="list-style-type: none"> • Able to describe in the past tense events from the day before of the weekend. 	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members. 		<p>ELG: Past and Present:</p> <ul style="list-style-type: none"> - 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 and Communities	<ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, • Enjoys playing with small world reconstructions, building on first-hand experiences, 	<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others • Remembers and talks about significant events in their own experience • Enjoys joining in with family customs and routines • Shows interest in different occupations and ways of life indoors and outdoors • 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 	<ul style="list-style-type: none"> • 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 	<p>ELG: People, Culture and Communities:</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Uses pipes, funnels and other tools to carry/transport water from one place to another 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, 	<ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, 	<p>ELG: The Natural World:</p> <ul style="list-style-type: none"> - 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

		<p>decay and changes over time</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment 	<p>materials and living things</p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes 	<p>changing states of matter.</p>
Expressive Arts and Design				
Creating with Materials	<ul style="list-style-type: none"> Shows an interest in the way sound makers and instruments sound. experiments with ways of playing them, e.g. loud/quiet, fast/slow Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces 	<ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses tools for a purpose 	<ul style="list-style-type: none"> 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. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking 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. 	<p>ELG: Creating with Materials:</p> <ul style="list-style-type: none"> 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 Expressive and Imaginative	<ul style="list-style-type: none"> Beginning to describe sounds and music imaginatively, e.g. scary music Enjoys joining in with moving, dancing and ring games Engages in imaginative play based on own ideas or first-hand or peer experiences. 	<ul style="list-style-type: none"> 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 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 movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas Sings to self and makes up simple songs 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 Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme Begins to build a collection of songs and dances 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 	<ul style="list-style-type: none"> 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 Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	<p>ELG: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> 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.
Religious Education				
R.E.	<p>Baseline</p> <p>Recognise some religious signs and symbols</p> <p>Talk about a bible story they have heard</p> <p>Recognise a picture of the Nativity and some of the people depicted</p> <p>Recognise a picture /statue of Mary</p> <p>Recognise a picture /statue of Jesus</p> <p>Recognise the sign of the cross</p> <p>Identify a church from a picture</p> <p>Talk about a time they have been in a church</p> <p>Suggest why a church is a special place</p>	<ul style="list-style-type: none"> Listen to and talk about religious stories Sing songs; make music and dance to express religious stories. Begin to represent their own ideas, thoughts and feelings about religious stories Listen and talk about key figures in the history of the People of God. Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play. Use key religious words appropriate to their age and stage of development. Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events. Begin to show sensitivity to others’ needs and feelings. Talk about how they and others show feelings. Begin to speak in a familiar group and talk about their ideas. Give their attention to what others say and 	<ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. Begin to read and understand simple sentences from scripture or from their own religious stories Share religious stories they have heard with others. Listen, talk about and role play how people behave in the local, national and universal church community. Listen and talk about key figures 	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Read and understand simple sentences from scripture or from their own religious stories Share religious stories they have heard and read with others. Write simple sentences about religious stories using phrases or words which can be read by themselves and others. Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. Listen, talk about and role play similarities and differences in relation to places they have read

		<p>respond appropriately.</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. 	<p>in the history of the People of God.</p> <ul style="list-style-type: none"> • Decode key religious words appropriate to their age and stage of development. • Show sensitivity to others' needs and feelings. • Confidently speak in a familiar group and talk about their ideas. • Talk about their own and others' behaviour and its consequences. 	<p>or heard about family, church communities and scripture stories.</p> <ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs. • Know that other children don't always enjoy and share the same feelings and are sensitive to this.
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