



The following documents are used by the Heartwood Early Years Foundation Stage staff to support each child's unique learning journey in all 7 areas of the Early Years Statutory Framework (EYFS) - [EYFS statutory framework for group and school-based providers](#).

Staff will use these development checkpoints to ensure that each child's journey is progressive and allows each child to achieve their full potential. There are 7 areas of learning which are:

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening and attention Speaking	Self-regulation Managing self Building relationships	Gross motor skills Fine motor skills

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension Word reading Writing	Number Numerical patterns	Past and present People, culture and communities Natural world	Creating with materials Being Imaginative



Communication and Language						
Pre-school (3-4)			Reception (4-5)			ELG
Development Check 1	Development Check 2	Development Check 3	Development Check 4	Development Check 5	Development Check 6	End of reception check
Is motivated to communicate – children may use verbal or non-verbal cues. Follows a one-step instruction (with visual prompts). Participates in simple rhymes with actions. Shows enjoyment and interest in short stories with an adult. Can show an awareness of an adult or peer talking to them. Understands (but may not answer) a simple who, what and where question (e.g. where is the blue car?)	Joins in with repeated parts of a familiar story or phrases. Will attempt to communicate with their peers during play. This may be verbal or non-verbal. Begins to follow a routine two-step instruction with visual prompts, (e.g. get your coat and line up) Uses a simple who, what and where question. (e.g. where is the cat?) Can speak in a sentence using 4 or more words.	Will talk about a familiar event in a back-and-forth conversation with an adult. Understands and follows a two-step instruction (e.g. get your coat and line up) Begins to understand a simple ‘why’ questions related to their experience. Begins to use a wider range of vocabulary in their everyday activities and conversations. Can answer a simple question or make a relevant comment about parts of a familiar story. Maintains focus during a short story/activity until it is completed. Can repeat a correctly formed sentence.	Focuses and engages by looking and listening during an adult led activity e.g. a story, simple task. Asks a simple question related to their experience, e.g. ‘Is it story time soon?’ Begins to articulate their thoughts and ideas into well-formed sentences, with little support. Uses some social phrases e.g. ‘Can you help me please?’ Describes a personal event with some detail. Listens to and talks about stories that have been read to them. Begins to talk about their learning with adults and their peers.	Shows attentive listening skills during carpet times e.g. during phonics. Holds back and forth conversations with peers and adults and begins to contribute relevant comments in discussions. Demonstrates understanding by offering small explanations that show their understanding of a topic or story Answers ‘why?’ questions with adult support (beyond the here and now). Begins to use a range of connectives e.g. so, but, because, and... when talking with peers and adults. Uses recently modelled language independently across everyday contexts e.g., ‘this lunch is <i>delicious</i>.’	During carpet-time, can maintain focus and listen to what is being said/explained. Uses questions to clarify meaning e.g. of new vocabulary. Uses the correct tense most of the time when speaking. Uses a range of connectives e.g. so, but, because, and... Listens and follows a story without pictures or prompts. Uses a wider range of vocabulary that they have heard in stories in role play and conversations with peers. Use talk to help solve problems and organise thinking. Retell a familiar story in the correct order in role play and small world play.	ELG: Listening, Attention and Understanding 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. ELG: Speaking 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 and Emotional Development

Personal, Social and Emotional Development						
Pre-school (3-4)			Reception (4-5)			ELG
Development Check 1	Development Check 2	Development Check 3	Development Check 4	Development Check 5	Development Check 6	End of reception check
Communicate 'please' and thank you to adults within the class.	Begin to take turns and share resources (with support).	Accesses the learning activities confidently and with minimal support.	Make independent choices.	Show more confidence when tackling new challenges.	Is confident to try new activities.	ELG: Self-Regulation
Select and use resources, with help if needed.	Increasingly follows simple rules e.g. sitting nicely on the carpet.	Increasingly follows rules, showing an understanding of why they are important.	Attempt new things with some support.	Follows school and class rules and can talk about their importance.	Explains the reasons for rules and can discuss sensible choices.	
Respond, verbally or non-verbally, to an adult when asked if they need help.	Identify emotions happy and sad.	Manage toilet routines with limited prompting and support – including washing hands.	Choose activities that are within their capability/areas of interest.	Knows and can share some ways to keep healthy e.g. drinking plenty of water.	Begins to understand and discuss consequences of behaviour choices.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Play on their own with increasing confidence.	Manage toilet needs e.g. pulling tights up.	Communicate feelings in simple terms e.g. happy and sad and give reasons if upset.	Put a coat on and take it off.	Fastens own coat.	Links events in stories and in real life with feelings and can discuss them e.g. she is upset because she fell over.	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
Recognise that they need the toilet and ask for help if needed.	Asks an adult for help (verbally or non-verbally).	Wait their turn for a short time e.g. snack time/playing a game.	Use the toilet independently.	Identify and name an increasing number of common feelings in themselves or others e.g. happy, upset, cross, lonely, worried, scared, joyful.	Begin to solve small conflicts through speaking to each other and being assertive e.g. "can I have a go when you are finished?"	ELG: Managing Self
Begin to join in with daily routines with adult direction.	Can co-regulate with a trusted adult.	Begin to put resources back after they have used them when prompted.	Wash hands without reminders.	Label and talk about others' emotions	Wait with increased patience, when necessary, e.g. waiting for a drink during snack time.	
	To join in with classroom routines e.g. tidy up time / lining up	Increasingly play and talk with other children as well as playing alongside.	Begin to show an understanding of their own feelings and those of others.	Responds well to more complex instructions in smaller groups.	Complete challenges/tasks independently.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
		Identify personal needs e.g. feeling hot or cold.	Set and work towards simple goals.	Explain to an adult what has happened when they are upset.	Discuss ways in which their creations can be improved and demonstrate pride in achievements.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
			Being to be able to wait for what they want and control their immediate impulses when appropriate.	Bounce back quicker after upsets and with more independence.	Discuss ways in which skills can be improved and demonstrate pride in achievements.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
			Begin to give focussed attention to what the teacher says.	Follow familiar routines and instructions with increasing independence.	Begins to understand the perspective of others with support from an adult where needed.	ELG: Building Relationships
			May become engrossed in an activity and find it difficult to switch attention to another task.	Discuss ways in which skills can be improved and demonstrate pride in achievements.	Describe what keeps them healthy and safe e.g. healthy food, exercise, brushing my teeth twice a day etc.	Work and play cooperatively and take turns with others.
			Show focused attention, for short periods, during whole class activity e.g. phonics.	Show a willingness to keep trying if something is difficult and challenging.		Form positive attachments to adults and friendships with peers.
			With encouragement, keep going when facing a challenge.	Begin to become more aware of what keeps them healthy and safe e.g. healthy food, exercise, brushing my teeth twice a day etc		Show sensitivity to their own and to others' needs.

Physical Development						
Pre-school (3-4)			Reception (4-5)			ELG
Development Check 1	Development Check 2	Development Check 3	Development Check 4	Development Check 5	Development Check 6	End of reception check
Begins to develop movement, balancing, riding (scooters bikes) and ball skills. Imitates bilateral movements of limbs (lifting arms) Navigates up and down steps using alternate feet. Attempts to jump with two feet together. Uses their whole body during physical activity e.g. catching a ball or waving a streamer. Attempts to put on own coat.	Can take own shoes off and put other footwear back on (wellies, shoes) Moving in a more considered way e.g. to avoid obstacles or change direction.	Balances on one foot e.g. hopping or holding a pose. Can kick and throw a ball with more purpose and aim. Jumps over or off an object landing safely.	Begins to aim and roll objects. Attempts to use hand eye coordination to throw and catch a ball. Can kick a ball towards a target. Looking in the direction of travel Develop rolling, crawling, walking, jumping and running skills safely. Be able to start, stop and hold a position (keep body still) on a signal. Balance with support along equipment e.g. one finger.	Roll, catch, throw and kick large objects with improved hand-eye co-ordination Take shoes off and put them on independently. Use buttons and zips with confidence Look in the direction of travel and change direction with improved accuracy. Develop hopping, skipping and climbing skills safely. Move my body in response to different rhythms. Combine different movements with fluency and ease. Confidently and safely use a range of apparatus confidently and safely. Use increased control with limited support to hold a position e.g. on one leg. Jump and land with control. Use core muscles to achieve a good posture.	Throw, catch, kick and pass a range of objects with increasing accuracy. Move along equipment with control. Navigate obstacles by changing speed and direction with control and co-ordination; use a full range of movements. Hold a static, balanced position with control e.g. stand on one leg.	ELG: Gross Motor Skills Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Rolls, pounds, squeezes, and pulls playdough. Begins to hold crayon/pen with thumb and fingers (not fist). Eat independently e.g. finger foods Explore the use of scissors with support and begins to snip. Explores different tools.	Can manipulate malleable materials such as playdough. Beginning to use modified tripod grip (4 fingers) Beginning to show a preference for a dominant hand. Attempts to use scissors to make simple cuts. Begins to use cutlery. Puts coat on independently.	Beginning to use a comfortable tripod grip. Uses cutlery independently and effectively. To be able to cut with scissors using correct grip. Attempts to zip up their own coats.	Attempt to use a modified tripod grip. Begin to form some letters correctly. Attempts to draw lines and circles using gross motor movements. Shows a strong preference for a dominant hand. Begin to put pencil pressure on paper. Hold scissors correctly with thumb on top. Attempt to use buttons and zips.	Beginning to form most letters correctly, (but size may be inconsistent). Apply appropriate pressure when using a pencil. Draw pictures with recognizable features. Begin to use scissors to cut lines and shapes. Handle tools, objects, construction and malleable materials with developing confidence and purpose. Manipulate cutlery with increasing confidence	Show increasing control of wrist and hand when using a variety of mark making resources Use scissors confidently for a variety of purposes. Use a tripod a tripod grip to form most letters correctly, on a line and consistently sized. Use scissors to cut in a straight line and begin to cut shapes accurately.	ELG: Fine Motor Skills Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paint brushes and cutlery. Begins to show accuracy and care when drawing.

Literacy						
Pre-school (3-4)			Reception (4-5)			ELG
Development Check 1	Development Check 2	Development Check 3	Development Check 4	Development Check 5	Development Check 6	End of reception check
Enjoy listening to short rhymes. Hold and turn pages on a board book, sometimes with support. Recognise own name with photo prompt.	Will independently hold and turn pages on a paper book very carefully. Recognise some letters in name (without photo). Suggest how a story might end. Be part of discussions about key events in stories (e.g. do you remember what the name of the giant was?).	Show an awareness of rhyme when singing songs and nursery rhymes. Talks about a familiar story confidently to an adult. Recognise own name (without photo prompt) Understands that print has meaning and can have different purposes.	Talk about favourite books and why they are preferred. Handle books correctly and follow print from left to right, top to bottom. Know and locate the title of a book.	Shows an interest in a text and beginning to answer simple questions about it. Predict what a story might be about by looking at the front cover. Locate and recall the title of a book. Will begin to check that what is read makes sense. Demonstrate understanding when talking about books.	Use what I know, have heard and experienced to help me understand what I have read. Recognise the difference between a fiction and non-fiction text. Reread words in books showing increased accuracy and fluency.	ELG: Comprehension 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.
Talk about and notice differences between some environmental sounds e.g. different instruments. Show some recognition of familiar symbols/logos (McDonalds, Lidl, STOP sign).	Begin to hear initial sounds in words.	Begins to orally blend some simple familiar CVC words with support. Hears initial sounds in words. Begins to recognise some letters that are important (e.g. in their name or familiar words such as ‘mum’). Begin to recognise that words are made up of syllables and can clap the syllables in their name	Blend sounds orally that an adult has said to say word. Recognise words that rhyme.	Read simple words by blending sounds together. Use phonics knowledge to decode regular words.	Read words consistently with phonic knowledge using sound blending.	ELG: Word Reading 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.
Attempt to make marks using different resources. Explain what has been drawn/written (scribbles/marks made by children).	Explain what has been drawn/written (with some recognisable features e.g. a circle for a face and 2 lines for legs).	Attempts to write some letters from their name (lower case or capital) – with support. Copy pre-writing shapes. Make marks to communicate ideas	Orally rehearse segmenting a single word that will be written, before starting to make marks/write letters. Write own name with some correct letter formation. Writes (or makes marks) independently to convey meaning for a range of purposes. Write initial sounds in some words independently. Spell common exception word: I	Apply learnt phonic knowledge to write a dictated word or short phrase (2-3 words). Form some letters correctly (linked to JELS phonic learning) Form number 0-5 correctly Write initial, medial and final sounds in a word with support where needed. Begin to show an understanding of finger spaces. Spell some common exception words (e.g. the, I) Use a sentence stem to write a simple sentence (e.g. ‘I can...’)	Orally rehearse a simple sentence (including a sentence stem) before writing. E.g. I can swim. Use phonic knowledge to write a simple dictated sentence (3-4 words). Begin to form numbers 0-10 correctly. Consistently write their own name independently with all letters formed correctly Use finger spaces with some consistency when writing a sentence independently. Spell and apply a range of common exception words in a sentence (e.g. I, the, to, go, no). Reread a simple sentence that they have written.	ELG: Writing 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.

Mathematics						
Pre-school (3-4)			Reception (4-5)			ELG
Development Check 1	Development Check 2	Development Check 3	Development Check 4	Development Check 5	Development Check 6	End of reception check
Join in with number rhymes and songs. Begin to count numbers to 3 and beyond. Begin to count up to 3 objects with correct one- to- one correspondence. Say the last number is the total number of items in the group.	Count the correct number of objects when asked for a given number with one to one correspondence (up to 5). Join in and predict when singing number rhymes and songs. Subitise confidently with objects up to 3 Understand and say how many you have counted – know the last number is the number of items in the group (up to 5) cardinality. Begin to count numbers to 5 and beyond.	Recognise some typical dice patterns Count to 5 and backwards to 0. Recognise numerals 0-5 Begin to match numerals 0 to 5 with the correct number of objects. Count up to 5 objects with correct one-to- one correspondence. Understand and say how many you have counted – knowing the last number is the number of items in the group (up to 5) cardinality. Attempts to subitise with objects (up to 5) Conservation – knowing the number of objects is the same even if arranged in a different way (up to 5 objects).	Perceptually subitise to 3 Count in sequence using 1:1 correspondence. Understands the composition of 3 and 4 Subitise to 4 in different arrangements. Make 4 in a variety of ways. Make representations of 5 (whole hand and dice pattern) Understand the concept of the whole number. Understands the composition of 5. Confident in counting beyond 5 Match and connect subitised quantities to numerals. Order numbers to 5.	Composition of 5 and identify missing parts. Introduce 5 and a bit structure using fingers and die frames. Connect the counting sequence to ordinality. Connect ordinality and cardinality through the use of the staircase pattern. Comparison using knowledge of ordinality. Composition of 7 as 2 groups using 5 and a bit. Subitising within 6 Composition of numbers to 10	The structure of arrangements on 10 frame Represent numbers on 10 frames and fingers. Use a Rekenrek to explore properties of number. Link familiar representations to representations on rekenrek Investigate parts and wholes. Continue to practically explore the composition of numbers to 10. Investigate 5 as a key ‘anchor’ in the number system. Recall missing parts within 5	ELG Number: Have a deep understanding of numbers 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.
	To identify which group of 2 quantities has more.	Begin to count numbers to 10 and beyond. Compare 2 groups- Point to which has more/ Which has fewer?	Compare by matching, including when groups are equal.	Equal and unequal groups Explore 1 more 1 less. Explore doubles.	Count larger amounts. Show doubles using different representations. Ordinality – comparing numbers. Seeing smaller quantities within larger quantities Strategies for counting Recognise the pattern of the counting system when counting beyond 20. Identify and sort odd and even numbers. Investigate equivalence- Making odd and even numbers. Begin to generalise about 1 more/1 less within 10. Automatically recall double facts, up to 5 - ‘5 and 5 make 10’	ELG Numerical patterns: 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.

Beginning to compare the size of objects and use some descriptive language (e.g. big, small, longer) Shows an understanding of now and next. Sorting and matching shapes and patterns. To join in with a repeating pattern physically or visually through music and movement	Using the language of shape e.g. round long etc to describe what they observe in the environment. Having idea of key times of the day (lunchtime, home time, bedtime) Begin to use positional language (On top, underneath, next to...) Copy a repeating pattern and anticipate what will be next.	Begin to recognise and name 2d shapes (circle, square, rectangle, triangle) Explore the properties of 3D shapes in play. Begin to recite the days of the week in order in songs or rhymes. To be able to say which object is heavier, lighter, longer, shorter and taller. To attempt to make a repeating AB pattern from a limited selection of objects.	Play with shapes, make towers and structures to see which shapes fit together. Notice the differences in the shapes and patterns of objects. Sort and match objects by shape. Use the language of comparison to compare the size of objects and use some descriptive language such as bigger and smaller.	Recognise and talk about properties of a square and cube. Order objects by height and say which one is taller/shorter. Recognise and talk about the properties of a circle/sphere. Sort objects by size and describe how they are different using the language of measurement	Recognise and talk about the properties of a triangle and a rectangle/cuboid and cone. Copy and continue a 2 or 3 step repeating pattern. Recognise and name flat and solid shapes (square, circle, triangle, rectangle, cube, cuboid, cylinder, sphere. Recite the days of the week in order.	In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
--	--	--	---	---	--	--

Understanding the World						
Pre-school (3-4)			Reception (4-5)			ELG
Autumn	Spring	Summer	Autumn	Spring	Summer	End of reception check
Communicate about their family (verbally or non-verbally)	Talk about their family.	Can talk about what is similar and different and make relevant connections to their own experiences. Talk about things that have happened in their own lives and of their families.	To begin to understand that they have a past e.g. they have celebrated birthdays/ moved house/ siblings born. Knows that they were a baby and they have grown and will continue to grow. Explore significant events e.g. 11 th November - Remembrance Day.	Talk about traditions celebrated e.g. Christmas. Begin to understand that the past goes back a long way.	Describe similarities and differences between places (linked to story). Notice and describe similarities and differences between where they live with other places.	ELG: Past and Present: 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. ELG: People, Culture and Communities 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.
Use their senses to explore and responds to what they see in the classroom and outside e.g. rain and puddles. Starts to show an interest and curiosity in living things and animals.	Begin to show care and respect for living things. Explore how things work e.g. toy cars, water play guttering	Start to identify one thing that a plant needs to grow. Notice and talk about seasonal changes. Able to recognise animals and their young e.g. sheep and a lamb	Notice and talk about seasonal changes. Describe some changes in state e.g. water can freeze when colder and ice melts when heated. Know and understand what some body parts do e.g. to help us to learn listening ears. Sort a set of objects into two groups by their properties. Start to describe materials and their properties (fabric is smooth).	Observe and talk about changes in the weather/ seasons. Notice similarities and differences between their environment and other places through stories and texts. Recognise and name a variety of different animals e.g. minibeasts Sort and group animals according to their key features e.g. these animals live in water. Recognise and describe animals from local habitats and around the world. Begin to discuss how animals live in different countries and climates.	Observe and talk about changes in the weather/ seasons and talk about changes to clothing/ outdoor changes e.g. plants growing. Plants grow from a seed/bulb. Children will have opportunities to explore what a plant / flower is. It has a stem and leaves, flowers have petals. To start to describe different plants using key vocabulary.	ELG: The Natural World 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.

Expressive Arts and Design						
Autumn	Pre-school (3-4)		Autumn	Reception (4-5)		ELG
	Spring	Summer		Spring	Summer	
Selects and explores a range of art materials independently, such as scissors, paint, mark-making tools and glue. Engages in sensory exploration using a variety of materials and resources.	Investigates colours and discovers what happens when colours are mixed together.	Explores a variety of materials freely, developing ideas about how to use them and what they can create. Draws with increasing complexity and detail, for example representing people with recognisable features such as a face, eyes, nose and mouth.	Uses a range of tools, including fingers, hands, chalk, pens and pencils, to make marks and express ideas. Recognises and names the primary colours. Creates a variety of patterns and textures using different tools and techniques. Explores different textures and investigates how they can be changed and manipulated. Begins to experiment with colour mixing and can describe how colours change when combined. Creates patterns and meaningful pictures for a range of purposes and contexts. Begins to use simple joining techniques to combine materials. Uses scissors and other modelling tools to cut and shape materials with increasing control. Builds constructions and sculptures using a variety of materials and resources.	Produces lines of varying thickness and tone using a pencil with increasing control. Talks about and describes different textures and patterns. Creates and recreates patterns using a range of materials and resources. Begins to join materials using a variety of techniques and resources, such as hole punches, split pins, treasury tags and tape. Designs and constructs models and sculptures using a variety of objects, including recycled, natural and manufactured materials. Uses a range of tools, materials and techniques purposefully to join and combine different materials together.	Explores and uses a range of artistic techniques and effects to express ideas, thoughts and feelings. Selects and uses additional tools and materials to improve, adapt or refine their work. Creates with a clear intention and can talk about the process used. Shares creations with others, discussing the techniques used and reflecting on the finished outcome. Confidently presents and discusses their artwork, explaining the choices, processes and materials involved.	ELG: Creating with materials 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.
		Begins to create and tell simple stories using small world toys such as animal figures, dolls and doll’s houses Explores the sounds that different instruments make and plays them with increasing control, including making loud and quiet sounds. Knows and sings a variety of nursery rhymes and simple songs.	Experiments with a variety of instruments and explores the different sounds they make. Begins to clap along to a simple beat. Knows at least three nursery rhymes and joins in with confidence. Retells simple stories and events in the correct sequence.	Shares and talks about their creations, describing what they have made. Listens attentively to music, moves in response to it, and talks about how it makes them feel. Knows at least four nursery rhymes and joins in confidently. Begins to adapt and develop elements of familiar stories during role play.	Plays percussion instruments correctly and uses them to create simple music independently or with others. Knows at least five nursery rhymes and joins in confidently. Confidently retells, invents, and adapts stories through role play.	
Responds to and engages with music. Participates in simple imaginative or pretend play.	Experiments with making different sounds using a range of instruments.					ELG: Being Imaginative 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.