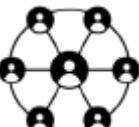


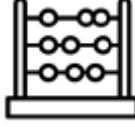
**Nursery progression of skills and knowledge**

Skill	Autumn	Spring	Summer
	<b>Communication and Language</b>		
	 <ul style="list-style-type: none"> <li>• Listens to familiar voices and environmental sounds during play.</li> <li>• Responds to simple instructions with visual cues (e.g., "Come here").</li> <li>• Shows interest when others speak; may stop activity briefly to listen.</li> <li>• Can maintain attention for short periods in adult-led activities (1–2 minutes).</li> <li>• Begins to join in with songs and rhymes, especially repetitive parts.</li> <li>• Watches others during group activities and starts to copy actions.</li> </ul>	 <ul style="list-style-type: none"> <li>• Listens to longer instructions with support (e.g., "Get your coat and line up").</li> <li>• Maintains attention for slightly longer in small group activities (3–5 minutes).</li> <li>• Responds appropriately to questions about familiar routines or stories.</li> <li>• Begins to anticipate key events in songs and stories (e.g., joins in with repeated phrases).</li> <li>• Can shift attention from one activity to another when prompted.</li> <li>• Shows awareness of turn-taking in conversations, even if brief.</li> </ul>	 <ul style="list-style-type: none"> <li>• Enjoys listening to longer stories and can remember much of what happens</li> <li>• Can pay attention to more than one thing at a time, even when it is difficult</li> <li>• Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</li> <li>• Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
Speaking	 <ul style="list-style-type: none"> <li>• Uses single words and short phrases to communicate needs and ideas.</li> <li>• Begins to use familiar vocabulary from routines and play.</li> <li>• Joins in with a few familiar songs and rhymes.</li> <li>• Talks about pictures or objects using simple words ("car", "big").</li> <li>• Starts to combine words into short sentences (2–3 words).</li> <li>• Can respond to simple questions about themselves or their play.</li> <li>• Begins to initiate short exchanges with adults or peers.</li> </ul>	 <ul style="list-style-type: none"> <li>• Uses a growing range of vocabulary linked to experiences and stories.</li> <li>• Joins in with several songs and rhymes; begins to recall parts independently.</li> <li>• Talks about familiar books and can retell simple events from stories.</li> <li>• Uses longer sentences of 3–4 words ("I want big ball").</li> <li>• Begins to use connecting words like "and", "because" in speech.</li> <li>• Starts to express opinions or preferences verbally ("I like red").</li> <li>• Can start a conversation and keep it going for 2–3 turns.</li> <li>• Begins to use talk to organise play ("You be mummy, I be baby").</li> </ul>	 <ul style="list-style-type: none"> <li>• Uses a wider range of vocabulary</li> <li>• Sings a large repertoire of songs</li> <li>• Knows many rhymes, is able to talk about familiar books, and can tell a long story</li> <li>• Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>• Is developing his/her pronunciation but may have problems saying: some sounds (r, j, th, ch, sh)</li> <li>• Uses longer sentences of four to six words</li> <li>• Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns</li> <li>• Uses talk to organise himself/herself and his/her play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• </li> </ul>

	Autumn	Spring	Summer
	PSED		
<b>Self-Regulation</b> 	<ul style="list-style-type: none"> <li>Begins to recognise and name basic emotions in themselves (happy, sad).</li> <li>Responds to comfort and reassurance from familiar adults when upset.</li> <li>Starts to follow simple rules with adult support (e.g., tidying up).</li> <li>Begins to wait for a short turn with adult help.</li> <li>Shows awareness that actions affect others (e.g., says "sorry" when prompted).</li> <li>Needs adult help to solve conflicts (e.g., sharing toys).</li> </ul>	<ul style="list-style-type: none"> <li>Talks about own feelings using words like happy, sad, angry.</li> <li>Begins to understand that others have feelings and may react differently.</li> <li>Follows simple rules more consistently and understands why they are important.</li> <li>Starts to remember rules without constant reminders.</li> <li>Begins to suggest solutions to simple conflicts with adult support (e.g., "You can have it after me").</li> <li>Can wait for a turn for a short time without adult intervention.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how others might be feeling</li> <li>Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>Increasingly follows rules, understanding why they are important</li> <li>Remembers rules without needing an adult to remind him/her</li> <li>Talks with others to solve conflicts</li> <li>Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worries'</li> </ul>
<b>Managing Self</b> 	<ul style="list-style-type: none"> <li>Begins to manage simple self-care tasks with support (e.g., washing hands with help).</li> <li>Starts to feed self using utensils, though may need assistance.</li> <li>Shows awareness of own needs (e.g., says when hungry or tired).</li> <li>Begins to choose between two familiar activities with adult guidance.</li> <li>Shows confidence in familiar settings and routines.</li> <li>Starts to follow simple safety rules with reminders.</li> </ul>	<ul style="list-style-type: none"> <li>Manages basic self-care tasks with less support (e.g., washing and drying hands, putting on coat).</li> <li>Begins to use the toilet with increasing independence.</li> <li>Starts to make simple healthy choices with adult support (e.g., choosing fruit at snack time).</li> <li>Selects activities and resources with some help to achieve a chosen goal.</li> <li>Begins to show responsibility for belongings and tidying up.</li> <li>Shows confidence in small group activities and new routines with reassurance.</li> </ul>	<ul style="list-style-type: none"> <li>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</li> <li>Is able to make healthy choices about food, drink, activity and toothbrushing</li> <li>Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her</li> <li>Is developing his/her sense of responsibility and membership of a community</li> <li>Is showing more confidence in new social situations</li> </ul>
<b>Building Relationships</b> 	<ul style="list-style-type: none"> <li>Plays alongside other children, sometimes watching or copying their actions.</li> <li>Begins to share resources with support from adults.</li> <li>Shows interest in other children's play and may join in briefly.</li> <li>Seeks comfort and reassurance from familiar adults when needed.</li> <li>Responds positively to familiar adults and begins to accept help.</li> <li>Starts to show preferences for certain peers.</li> </ul>	<ul style="list-style-type: none"> <li>Plays with other children for short periods, beginning to share ideas.</li> <li>Starts to take turns with support and simple reminders.</li> <li>Shows confidence in approaching familiar adults and peers.</li> <li>Begins to express own needs and choices verbally ("I want that").</li> <li>Starts to join group play with a common goal (e.g., building together).</li> <li>Becoming more confident in new situations with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Plays with one or more other children, extending and elaborating play ideas</li> <li>Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting</li> <li>Is developing appropriate ways of being assertive</li> </ul>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Physical Development</b>		
<b>Gross Motor Skills</b> 	<ul style="list-style-type: none"> <li>Walks, runs, and climbs with developing coordination and control.</li> <li>Begins to go up steps and stairs using alternate feet with support.</li> <li>Starts to balance briefly on one foot when prompted.</li> <li>Enjoys moving to music and copying simple actions.</li> <li>Begins to use large-muscle movements for mark-making (e.g., big arm sweeps when painting).</li> <li>Starts to ride simple wheeled toys (push-along or trikes) with support.</li> <li>Begins to throw and catch large balls with two hands.</li> <li>Joins in simple chasing or movement games with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Climbs confidently on apparatus and steps using alternate feet.</li> <li>Balances on one foot for a few seconds; begins to hop with support.</li> <li>Starts to skip or jump with two feet together.</li> <li>Uses large-muscle movements for creative tasks (flags, streamers, big painting strokes).</li> <li>Begins to take part in simple group movement games (e.g., follow the leader).</li> <li>Starts to remember and repeat simple movement sequences to music.</li> <li>Matches movement to purpose (e.g., crawls under, walks across, runs around obstacles).</li> <li>Begins to collaborate with peers to move large items (e.g., carrying blocks together).</li> </ul>	<ul style="list-style-type: none"> <li>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>Goes up steps and stairs, or climbs up apparatus, using alternate feet</li> <li>Skips, hops, stands on one leg and can hold a pose for a game like musical statues</li> <li>Uses large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams</li> <li>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width</li> <li>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> </ul>
<b>Fine Motor Skill</b> 	<ul style="list-style-type: none"> <li>Begins to use simple one-handed tools (e.g., chunky crayons, paintbrushes, scoops).</li> <li>Holds mark-making tools with a whole-hand or emerging tripod grip.</li> <li>Starts to show hand preference but may switch hands frequently.</li> <li>Begins to attempt simple dressing tasks (e.g., pulling off socks, putting on hat) with support.</li> <li>Chooses from familiar resources with adult guidance (e.g., picks a brush for painting).</li> </ul>	<ul style="list-style-type: none"> <li>Uses one-handed tools with growing control (e.g., scissors for snipping, small paintbrushes).</li> <li>Holds pens and pencils with a more refined grip, starting to use a comfortable tripod grasp.</li> <li>Shows a clearer preference for a dominant hand in most tasks.</li> <li>Becoming more independent in dressing (e.g., putting on coat, starting zips with help).</li> <li>Selects appropriate tools for tasks with less adult prompting (e.g., picks a spade for digging).</li> </ul>	<ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. making snips in paper with scissors</li> <li>Uses a comfortable grip with good control when holding pens and pencils</li> <li>Shows a preference for a dominant hand</li> <li>Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</li> <li>Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel</li> </ul>

	Autumn	Spring	Summer
	Literacy		
<b>Comprehension</b> 	<ul style="list-style-type: none"> <li>• Listens to short stories and talks about pictures using simple words.</li> <li>• Joins in with repeated phrases or actions in familiar stories.</li> <li>• Begins to understand that books contain stories or information.</li> <li>• Notices print in the environment (e.g., signs, labels) and shows interest.</li> <li>• Starts to handle books carefully and turn pages one at a time.</li> <li>• Recognises that stories have characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in conversations about stories, answering simple questions about characters or events.</li> <li>• Begins to learn and use new vocabulary from stories.</li> <li>• Understands that print carries meaning and is different from pictures.</li> <li>• Notices that print can be used for different purposes (e.g., menus, signs, labels).</li> <li>• Starts to understand page order and sequencing in familiar books.</li> <li>• Begins to recognise parts of a book (front cover, pictures, words).</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in extended conversations about stories, learning new vocabulary</li> <li>• Understands that print has meaning</li> <li>• Understands that print can have different purposes</li> <li>• Understands that we read English text from left to right and from top to bottom</li> <li>• Understands the names of the different parts of a book</li> <li>• Understands page sequencing</li> </ul>
<b>Word Reading</b> 	<ul style="list-style-type: none"> <li>• Enjoys listening to rhymes and stories; begins to join in with repeated phrases.</li> <li>• Starts to notice rhyming words in songs and stories with adult support.</li> <li>• Begins to clap along to syllable beats in songs or words with guidance.</li> <li>• Shows interest in words that sound similar (e.g., "cat" and "hat").</li> <li>• Responds to simple sound games (e.g., "Can you find something that starts like 'ball'?").</li> </ul>	<ul style="list-style-type: none"> <li>• Can spot and suggest rhymes in familiar songs and stories.</li> <li>• Claps or counts syllables in simple words (e.g., "tiger" = 2 claps).</li> <li>• Begins to recognise words with the same initial sound in play (e.g., "milk" and "man").</li> <li>• Enjoys playing sound-based games (e.g., "I spy something beginning with...").</li> <li>• Starts to use new vocabulary from rhymes and stories in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</li> <li>• Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</li> <li>• Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</li> </ul>
<b>Writing</b> 	<ul style="list-style-type: none"> <li>• Enjoys making marks with different tools (crayons, paintbrushes).</li> <li>• Begins to give meaning to marks (e.g., says "This is my name" when scribbling).</li> <li>• Starts to imitate letter shapes in play, though not accurate.</li> <li>• Understands that writing goes on paper and may start at the top.</li> <li>• Begins to recognise own name in print with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some print and letter knowledge in early writing (e.g., marks that look like letters).</li> <li>• Begins to write some letters from own name, often in sequence.</li> <li>• Starts to form letters with increasing control, though size and orientation vary.</li> <li>• Writes simple pretend words or lists in play (e.g., shopping list).</li> <li>• Shows awareness of directionality (writing left to right with support).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</li> <li>• Writes some or all of his/her name</li> <li>• Writes some letters accurately</li> </ul>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Mathematics</b>		
<b>Number and numerical Patterns</b> 	<ul style="list-style-type: none"> <li>Begins to recite numbers to 3 (sometimes beyond in songs).</li> <li>Counts up to 3 objects with support, starting to use one number per item.</li> <li>Notices small quantities and uses informal language like "lots" or "more".</li> <li>Begins to show finger numbers for 1 and 2.</li> <li>Starts to recognise and talk about simple patterns in the environment (e.g., stripes, spots).</li> <li>Joins in with simple sequencing language in routines ("now snack", "then play").</li> <li>Begins to copy very simple AB patterns with support (e.g., block, ball, block).</li> </ul>	<ul style="list-style-type: none"> <li>Recites numbers confidently to 5 (sometimes beyond).</li> <li>Counts up to 5 objects accurately using one-to-one correspondence.</li> <li>Begins to understand the cardinal principle (last number said = total).</li> <li>Shows finger numbers up to 3, sometimes 4.</li> <li>Starts to link numerals 1–3 to small sets with adult support.</li> <li>Begins experimenting with marks and symbols to represent numbers.</li> <li>Compares two small sets using "more than" and "fewer than".</li> <li>Talks about patterns and begins to describe them using informal language ("spotty", "pointy").</li> <li>Copies and begins to extend AB patterns (e.g., stick, leaf, stick, leaf).</li> <li>Starts to use sequencing words like "first" and "then" in play.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>Recites numbers past 5</li> <li>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Can show 'finger numbers' up to 5</li> <li>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</li> <li>Is experimenting with his/her own symbols and marks as well as numerals</li> <li>Is able to solve real world mathematical problems with numbers up to 5</li> <li>Can compare quantities using language such as; 'more than', 'fewer than'</li> <li>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</li> <li>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</li> <li>Notices and corrects an error in a repeating pattern</li> <li>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
<b>Shape, Space and measure</b> 	<ul style="list-style-type: none"> <li>Begins to explore simple 2D shapes (circle, square) in play and notices differences in size.</li> <li>Uses informal language to describe shapes and objects (e.g., "round", "big").</li> <li>Starts to understand basic positional words with support (e.g., "in", "on", "under").</li> <li>Handles books and objects with awareness of orientation (early spatial sense).</li> <li>Begins to compare objects informally (big/small, long/short).</li> <li>Joins in simple movement games that involve position (e.g., "stand behind me").</li> </ul>	<ul style="list-style-type: none"> <li>Talks about and names common 2D shapes (circle, triangle, square) and some 3D shapes (cube, ball).</li> <li>Begins to use mathematical language like "side", "corner" with adult support.</li> <li>Understands and uses positional words more confidently ("under", "next to", "behind").</li> <li>Starts to describe familiar routes in play (e.g., "go past the table to the door").</li> <li>Compares objects by length or size using everyday language.</li> <li>Begins to select shapes for simple purposes (e.g., flat block for building).</li> <li>Starts to combine two shapes in play (e.g., stacking blocks to make a tower).</li> </ul>	<ul style="list-style-type: none"> <li>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'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>

	Autumn	Spring	Summer
<b>Understanding of the World</b>			
<b>Past and Present</b> 	<ul style="list-style-type: none"> <li>Begins to talk about themselves and things they like (e.g., "I have a dog").</li> <li>Recognises and names close family members.</li> <li>Shows interest in family photos or familiar objects from home.</li> <li>Starts to notice differences between themselves and others (e.g., hair colour, clothes).</li> <li>Begins to share simple experiences from home ("I went to the park").</li> </ul>	<ul style="list-style-type: none"> <li>Talks about past events in their own life with support (e.g., "We had cake yesterday").</li> <li>Begins to understand that events happen in a sequence (e.g., birthdays, celebrations).</li> <li>Shows curiosity about family traditions or routines.</li> <li>Starts to compare experiences with peers ("I have a baby sister too").</li> <li>Begins to use time-related words like "before", "after", "yesterday" in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to make sense of his/her own life-story and his/her family's history</li> </ul> <p><i>Is beginning to make sense of his/her own life story and his/her family's history.</i></p> <p><i>Talks about significant events in their life (e.g., birthdays, holidays).</i></p> <p><i>Shows understanding that family members have different roles and relationships.</i></p> <p><i>Uses language to describe past events and connect them to present experiences.</i></p>
<b>People, Culture and communities</b> 	<ul style="list-style-type: none"> <li>Notices and talks about familiar people and their roles (e.g., teacher, parent).</li> <li>Shows interest in role-play linked to everyday occupations (e.g., shopkeeper, doctor).</li> <li>Begins to recognise that people have different appearances and likes.</li> <li>Responds positively to stories and images showing diversity.</li> <li>Starts to use simple words to describe what people do ("He cooks", "She drives").</li> </ul>	<ul style="list-style-type: none"> <li>Talks about different jobs they know or see in the community.</li> <li>Begins to show curiosity about how people live and work in different ways.</li> <li>Starts to understand that people have different traditions and celebrations.</li> <li>Shows positive attitudes when playing with children who are different from themselves.</li> <li>Begins to notice and talk about places beyond their immediate environment (e.g., "That's the beach" in a photo).</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in different occupations</li> <li>Is continuing to develop positive attitudes about the differences between people</li> <li>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</li> </ul>
<b>The Natural World</b> 	<ul style="list-style-type: none"> <li>Uses senses to explore natural materials (e.g., sand, water, leaves) with adult support.</li> <li>Begins to notice differences in texture, color, and shape in natural objects.</li> <li>Talks about what they see using simple descriptive words ("soft", "big", "wet").</li> <li>Shows interest in outdoor environments and living things.</li> <li>Starts to join in with simple planting activities (e.g., helping to water plants).</li> </ul>	<ul style="list-style-type: none"> <li>Uses all senses in hands-on exploration of a wider range of natural materials.</li> <li>Explores collections of materials and begins to compare properties (e.g., smooth/rough, heavy/light).</li> <li>Talks about observations using a growing vocabulary ("shiny", "bumpy", "tiny").</li> <li>Plants seeds with support and begins to understand they need water and light to grow.</li> <li>Shows curiosity about animals and begins to notice changes over time (e.g., buds growing).</li> </ul>	<ul style="list-style-type: none"> <li>Uses all his/her senses in hands-on exploration of natural materials</li> <li>Explores collections of materials with similar and/or different properties</li> <li>Talks about what he/she sees, using a wide vocabulary</li> <li>Plants seeds and cares for growing plants</li> <li>Understands the key features of the life cycle of a plant and an animal</li> <li>Is beginning to understand the need to respect and care for the natural environment and all living things</li> <li>Explores how things work</li> <li>Explores and talks about different forces he/she can feel</li> <li>Talks about the differences between materials and changes he/she notices</li> </ul>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Expressive Arts and design</b>		
<b>Creating with Materials</b> 	<ul style="list-style-type: none"> <li>Explores different materials freely (paint, crayons, collage) without a set purpose.</li> <li>Enjoys sensory experiences with textures (smooth, rough, sticky).</li> <li>Begins to make marks and simple shapes (lines, circles) in drawings.</li> <li>Starts to choose colours they like, though not mixing yet.</li> <li>Joins materials with support (e.g., glue pieces onto paper).</li> <li>Drawings are simple and may represent people or objects with basic shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses materials purposefully for a simple idea (e.g., picks paper and crayons to draw a house).</li> <li>Begins to join different materials independently (e.g., tape, glue).</li> <li>Creates closed shapes and starts to use them to represent objects (e.g., circle for a face).</li> <li>Drawings show increasing detail (e.g., adds eyes and mouth to a face).</li> <li>Starts to explore colour mixing with support.</li> <li>Begins to show emotions in drawings (e.g., happy face).</li> <li>Uses drawing to represent simple ideas (e.g., "This is me running").</li> </ul>	<ul style="list-style-type: none"> <li>Explores different materials freely, in order to develop his/her ideas about how to use them and what to make</li> <li>Is developing his/her own ideas and is then able to decide which materials to use to express them</li> <li>Can join different materials and explore different textures</li> <li>Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</li> <li>Is drawing with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc</li> <li>Uses drawing to represent ideas like movement or loud noises</li> <li>Explores colour and colour-mixing</li> </ul>
<b>Being imaginative and expressive</b> 	<ul style="list-style-type: none"> <li>Engages in simple pretend play using familiar objects (e.g., a spoon as a phone).</li> <li>Begins to copy actions and sounds in songs and rhymes.</li> <li>Listens to sounds in the environment and responds with curiosity.</li> <li>Joins in with familiar songs and rhymes, remembering some words.</li> <li>Starts to explore instruments by tapping or shaking to make sounds.</li> <li>Builds simple small-world play scenes with blocks or figures.</li> </ul>	<ul style="list-style-type: none"> <li>Uses objects to represent something else in play (e.g., a block as a car).</li> <li>Begins to develop short storylines in small-world play (e.g., animals going to the farm).</li> <li>Creates small worlds with more detail (e.g., adding roads and buildings).</li> <li>Listens with increased attention to sounds and music.</li> <li>Responds to music by moving or expressing feelings ("This is happy music").</li> <li>Can remember and sing entire simple songs.</li> <li>Starts to match pitch in familiar songs and copy simple melodic patterns.</li> <li>Plays instruments with growing control (e.g., tapping to a beat).</li> </ul>	<ul style="list-style-type: none"> <li>Takes part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>Listens with increased attention to sounds</li> <li>Responds to what he/she has heard, expressing his/her thoughts and feelings</li> <li>Is able to remember and sing entire songs</li> <li>Can sing the pitch of a tone sung by another person ('pitch match') Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>Is able to create his/her own songs, or improvise a song around one he/she knows</li> <li>Plays instruments with increasing control to express his/her feelings and ideas</li> </ul>