



**Communication & Language**

Nursery	Reception	Early Learning Goals	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures
<p>Listening, attention and understanding</p> <p>NCL1 Enjoy listening to longer stories and can remember much of what happens.                      NCL2 Can find it difficult to pay attention to more than one thing at a time.                      NCL3 Use a wider range of vocabulary                      NCL4 Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.                      NCL5 Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Listening, attention and understanding</p> <p>RCL1 Understand how to listen carefully and why listening is important.                      RCL2 Learn new vocabulary.                      RCL3 Listen carefully to rhymes and songs, paying attention to how they sound.                      RCL4 Learn rhymes, poems and songs.                      RCL5 Engage in non-fiction books.                      RCL6 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Listening, attention and understanding</p> <p>CL1 Listen attentively &amp; respond to what they hear with relevant questions, comments &amp; actions when being read to and during whole class discussions and small group interactions.                      CL2 Make comments about what they have heard &amp; ask questions to clarify their understanding.                      CL3 Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p>	
<p>Speaking</p> <p>NCL6 Sing a large repertoire of songs.                      NCL7 Know many rhymes, be able to talk about familiar books, and be able to tell a long story.                      NCL8 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.                      NCL9 May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’                      NCL10 Use longer sentences of four to six words.                      NCL11 Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.                      NCL12 Can start a conversation with an adult or a friend and continue it for many turns.                      NCL13 Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Speaking</p> <p>RCL7 Use new vocabulary through the day.                      RCL8 Ask questions to find out more and to check they understand what has been said to them.                      RCL9 Articulate their ideas and thoughts in well-formed sentences.                      RCL10 Connect one idea or action to another using a range of connectives.                      RCL11 Describe events in some detail.                      RCL12 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.                      RCL13 Develop social phrases.                      RCL14 Engage in story times.                      RCL15 Listen to and talk about stories to build familiarity and understanding.                      RCL16 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words                      RCL17 Use new vocabulary in different contexts.</p>	<p>ELG</p> <p>CL4 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.                      CL5 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.                      CL6 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.</p>	

**Personal, Social & Emotional Development**

Nursery	Reception	Early Learning Goals	
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<p><b>Building Relationships</b></p> <p>NPSED1 Develop their sense of responsibility and membership of a community.</p> <p>NPSED2 Show more confidence in new social situations.</p> <p>NPSED3 Play with one or more other children, extending &amp; elaborating play ideas.</p> <p>NPSED4 Help to find solutions to conflicts &amp; rivalries. Eg accepting that not everyone can be SpiderMan in the game, &amp; suggesting other ideas.</p> <p>NPSED5 Talk with others to solve conflicts</p>	<p><b>Building Relationships</b></p> <p>RPSED1 Build constructive and respectful relationships.</p> <p>RPSED2 Think about the perspectives of others</p> <ul style="list-style-type: none"> <li>• Is increasingly flexible and cooperative as they are more-able to understand other people’s needs, wants and behaviours</li> <li>• 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</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<p><b>Building Relationships</b></p> <p>PSED1 Work and play cooperatively and take turns with others.</p> <p>PSED2 Form positive attachments to adults and friendships with peers.</p> <p>PSED3 Show sensitivity to their own and to others’ needs.</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p><b>Managing Self</b></p> <p>NPSED6 Select/use activities &amp; resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>NPSED7 Increasingly follow rules, understanding why they are important.</p> <p>NSPED8 Do not always need an adult to remind them of a rule.</p>	<p><b>Managing Self</b></p> <p>RPSED3 Show resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul>	<p><b>Managing Self</b></p> <p>PSED4 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED5 Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED6 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
<p><b>Self-Regulation</b></p> <p>NPSED9 Become more outgoing with unfamiliar people, in the safe context of the setting.</p> <p>NPSED10 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>NSPED11 Begin to understand how others might feel</p> <p>NPSED12 Develop appropriate ways of being assertive.</p>	<p><b>Self-Regulation</b></p> <p>RPSED4 See themselves as a valuable individual</p> <p>RPSED5 Express their feelings and consider the feelings of others.</p> <p>RPSED6 Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Self-Regulation</b></p> <p>PSED7 Show an understanding of their own feelings &amp; those of others &amp; begin to regulate behaviour accordingly.</p> <p>PSED8 Set &amp; work towards simple goals, being able to wait for what they want &amp; control immediate impulses.</p> <p>PSED9 Give focused attention to what the teacher says, responding appropriately even when engaged in activity &amp; show an ability to follow instructions involving several ideas or actions.</p>	

**Physical Development**

<b>Nursery</b>	<b>Reception</b>	<b>ELG</b>	Physical activity is vital in children’s all-round
Gross Motor	Gross Motor	Gross Motor	



<p>NPD1 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.                  NPD2 Go up steps/stairs or climb using alternate feet.                  NPD3 Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks.                  NPD4 Start taking part in some group activities which they make up for themselves, or in teams.                  NPD5 Are increasingly able to use &amp; remember sequences &amp; patterns of movements related to music/ rhythm.                  NPD6 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.                  NPD7 Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.                  NPD8 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>RPD1 Revise and refine the fundamental movement skills they have acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing                  RPD2 Progress towards a more fluent style of moving, with developing control and grace.                  RPD3 Develop the overall body strength, co-ordination, balance &amp; agility needed to engage successfully with future physical education sessions including dance, gym, sport &amp; swimming.                  RPD4 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.                  RPD5 Combine different movements with ease and fluency.                  RPD6 Confidently and safely use a range of large &amp; small apparatus indoors &amp; outside, alone &amp; in a group.                  RPD7 Develop overall body-strength, balance, coordination and agility.                  RPD8 Develop &amp; refine a range of ball skills including: throwing, catching, kicking, passing, batting &amp; aiming.</p>	<p>PD1 Negotiate space and obstacles safely, with consideration for themselves and others.                   PD2 Demonstrate strength, balance and coordination when playing.                   PD3 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<p>Fine Motor</p>	<p>Fine Motor</p>	<p>Fine Motor</p>	
<p>NPD9 Use one-handed tools and equipment, for example, making snips in paper with scissors.                   NPD10 Use a comfortable grip with good control when holding pens and pencils.                   NPD11 Start to eat independently and learning how to use a knife and fork.                  NPD12 Show a preference for a dominant hand.</p>	<p>RPD9 Develop confidence, competence, precision &amp; accuracy when engaging in activities that involve a ball.                  RPD10 Develop the foundations of a handwriting style which is fast, accurate and efficient.                  RPD11 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>PD4 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.                  PD5 Use a range of small tools, including scissors, paintbrushes and cutlery.                  PD6 Begin to show accuracy and care when drawing.</p>	
<p>Health – Part of PSED</p>	<p>Health – Part of PSED</p>	<p>Health – PSED ELG</p>	
<p>NPD13 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.                   NPD14 Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.                  NPD15 Make healthy choices about food, drink, activity and tooth brushing</p>	<p>RPD12 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian                  RPD13 Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>PD7 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	

**Literacy**

<p><b>Nursery</b></p>	<p><b>Reception</b></p>	<p><b>ELG</b></p>	
<p>Reading - Comprehension</p>	<p>Reading - Comprehension</p>	<p>Reading - Comprehension</p>	



<p>NL1 Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes</li> <li>- page sequencing</li> <li>- we read English text from left to right and from top to bottom</li> </ul> <p>NL2 Engage in extended conversations about stories, learning new vocabulary.</p>	<p>LR1 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> </ul>	<p>L1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>L2 Anticipate (where appropriate) key events in stories.</p> <p>L3 Use &amp; understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems &amp; during role play</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>
<p>Reading - Word</p>	<p>Reading - Word</p>	<p>Reading - Word</p>	
<p>NL3 Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul>	<p>LR2 Read individual letters by saying the sounds for them.</p> <p>LR3 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>LR4 Read some letter groups that each represent one sound and say sounds for them.</p> <p>LR5 Read a few common exception words matched to the school's phonic programme.</p> <p>LR6 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>L4 Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>L5 Read words consistent with their phonic knowledge by sound-blending.</p> <p>L6 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	
<p>Writing</p>	<p>Writing</p>	<p>Writing</p>	
<p>NL4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>NL5 Write some or all of their name.</p> <p>NL6 Write some letters accurately.</p>	<p>LR7 Form lower-case and capital letters correctly.</p> <p>LR8 Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>LR9 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>LR10 Re-read what they have written to check that it makes sense</p>	<p>L7 Write recognisable letters, most of which are correctly formed.</p> <p>L8 Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>L9 Write simple phrases and sentences that can be read by others.</p>	

**Mathematics**

Nursery	Reception	ELG	Developing a strong grounding in number is essential so that all children develop the necessary
<p>Number</p> <p>NM1 Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Number</p> <p>RM1 Count objects actions &amp; sounds.</p>	<p>Number</p> <p>M1 Have a deep understanding of number to</p>	



<p>NM2 Recite numbers past 5.</p> <p>NM3 Say one number for each item in order: 1,2,3,4,5.</p> <p>NM4 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>NM5 Show 'finger numbers' up to 5.</p> <p>NM6 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>NM7 Experiment with their own symbols and marks as well as numerals.</p> <p>NM8 Solve real world mathematical problems with numbers up to 5</p>	<p>RM2 Subitise.</p> <p>RM3 Link the numeral with its cardinal number value.</p> <p>RM4 Count beyond ten.</p> <p>RM5 Compare numbers.</p> <p>RM6 Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>RM7 Explore the composition of numbers to 10.</p> <p>RM8 Automatically recall bonds for numbers 0– 10.</p>	<p>10, including the composition of each number.</p> <p>M2 Subitise up to 5.</p> <p>M3 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>	<p>building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. 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 measure. 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.</p>
<p>Numerical Patterns (Shape &amp; Measures)</p>	<p>Numerical Patterns (Shape &amp; Measures)</p>	<p>ELG</p>	
<p>NM9 Compare quantities using language: 'more than', 'fewer than'.</p> <p>NM10 Talk about &amp; explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>NM11 Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>NM12 Describe a familiar route.</p> <p>NM13 Discuss routes &amp; locations using words like 'in front of' &amp; 'behind'</p> <p>NM14 Make comparisons between objects relating to size, length, weight and capacity.</p> <p>NM15 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>NM16 Combine shapes to make new ones – an arch, a bigger triangle...</p> <p>NM17 Talk about &amp; identifies patterns around them. E.g stripes on clothes, designs on rugs/wallpaper. Use informal language like pointy/spotty/blobs.</p> <p>NM18 Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>NM19 Notice and correct an error in a repeating pattern.</p> <p>NM20 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>RM9 Select, rotate&amp; manipulate shapes in order to develop spatial reasoning skills.</p> <p>RM10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>RM11 Continue, copy and create repeating patterns.</p> <p>RM12 Compare length, weight and capacity.</p>	<p>M4 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>M5 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>M6 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	

**Understanding the World**

Nursery	Reception	ELG	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and
<p>People Culture &amp; Communities</p>	<p>People Culture &amp; Communities</p>	<p>People Culture &amp; Communities</p>	
<p>NUW1 Show interest in different occupations.</p> <p>NUW2 Continue to develop positive attitudes about the differences between people.</p>	<p>RUW1 Draw information from a simple map.</p> <p>RUW2 Understand that some places are special to members of their community.</p>	<p>UW1 Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>UW2 Know some similarities and differences between different religious and cultural communities</p>	



NUW3 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	RUW3 Recognise that people have different beliefs and celebrate special times in different ways. RUW4 Recognise some similarities and differences between life in this country and life in other countries.	in this country, drawing on their experiences and what has been read in class. UW3 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.	range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
The Natural World	The Natural World	The Natural World	
NUW4 Use all their senses in hands-on exploration of natural materials. NUW5 Explore collections of materials with similar and/or different properties. NUW6 Talk about what they see, using a wide vocabulary. NUW7 Explore how things work. NUW8 Plant seeds & care for growing plants. NUW9 Understand the key features of the life cycle of a plant and an animal. NUW10 Begin to understand the need to respect & care for the natural environment & all living things. NUW11 Explore and talk about different forces they can feel. NUW12 Talk about the differences between materials & changes they notice.	RUW5 Explore the natural world around them.  RUW6 Describe what they see, hear and feel whilst outside.  RUW7 Recognise some environments that are different to the one in which they live.  RUW8 Understand the effect of changing seasons on the natural world around them. • Knows about similarities and differences in relation to places, objects, materials and living things • Makes observations of animals and plants and explains why some things occur, and talks about changes	UW4 Explore the natural world around them, making observations and drawing pictures of animals and plants.  UW5 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.  UW6 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
Past & Present	Past & Present	Past & Present	
NUW13 Begin to make sense of their own life-story and family's history. • Remembers and talks about significant events in their own experience	RUW9 Talk about members of their immediate family and community. RUW10 Name & describe people who are familiar to them. RUW11 Comment on images of familiar situations in the past. RUW12 Compare & contrast characters from stories, including figures from the past.	UW7 Talk about the lives of the people around them and their roles in society. UW8 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UW9 Understand the past through settings, characters and events encountered in books read in class and storytelling	

**Expressive Arts & Design**

<b>Nursery</b>	<b>Reception</b>	<b>ELG</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is
Creating with materials	Creating with materials	Creating with materials	
NEAD1 Take part in simple pretend play, using an object to represent something else even though they are not similar. NEAD2 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	READ1 Explore, use and refine a variety of artistic effects to express their ideas and feelings.	EAD1 Safely use & explore a variety of materials, tools & techniques, experimenting with colour,	



<p>NEAD3 Make imaginative &amp; complex ‘small worlds’ with blocks &amp; construction kits, such as a city with different buildings &amp; a park.                  NEAD4 Explore different materials freely, in order to develop their ideas about how to use them and what to make.                  NEAD5 Develop their own ideas and then decide which materials to use to express them.                  NEAD6 Join different materials &amp; explore different textures.                  NEAD7 Create closed shapes with continuous lines, and begin to use these shapes to represent objects.                  NEAD8 Draw with increasing complexity and detail, such as representing a face with a circle and including details.                  NEAD9 Use drawing to represent ideas like movement or loud noises.                  NEAD10 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.                  NEAD11 Explore colour and colour-mixing.</p>	<p>READ2 Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>READ3 Create collaboratively sharing ideas, resources and skills.</p>	<p>design, texture, form and function.</p> <p>EAD2 Share their creations, explaining the process they have used.</p> <p>EAD3 Make use of props and materials when role playing characters in narratives and stories</p>	<p>important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<p>Being Imaginative &amp; Expressive</p>	<p>Being Imaginative &amp; Expressive</p>	<p>Being Imaginative &amp; Expressive</p>	
<p>NEAD12 Listen with increased attention to sounds.                  NEAD13 Respond to what they have heard, expressing their thoughts and feelings.                  NEAD14 Remember and sing entire songs.                  NEAD15 Sing the pitch of a tune sung by another person (‘pitch match’).                  NEAD16 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.                  NEAD17 Create their own songs, or improvise a song around one they know.                  NEAD18 Play instruments with increasing control to express their feelings and ideas</p>	<p>READ4 Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses.</p> <p>READ5 Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses.</p> <p>READ6 Sing in a group or on their own, increasingly matching the pitch &amp; following the melody.</p> <p>READ7 Develop storylines in their pretend play.</p> <p>READ8 Explore &amp; engage in music making &amp; dance performing solo or in groups</p>	<p>EAD4 Invent, adapt &amp; recount narratives &amp; stories with peers/teacher</p> <p>EAD5 Sing a range of well-known nursery rhymes/songs.</p> <p>EAD6 Perform songs, rhymes, poems &amp; stories with others &amp; try to move in time with music</p>	