ELF Progression document for full-time SLD Early Years pupils (Part time pupils only use Prime areas)

Working vertically (R = Range of learning)

Name of Pupil: Key – xxx = Achieved. Xxx = Working on this skill

AUT 25	SPR 26	SUM 26	AUT 26	SPR 27	SUM 27	AUT 27	SPR 28	SUM 28

Personal, Social and Emotional Development

R	Building relationships	Managing Self	Self-Regulation
1	• Is aware of the company of others and seeks contact with others from birth. • Shows their readiness to be social through using their sensory abilities; vocalising, moving their bodies or smiling in response to being spoken to, following movement or gazing at faces intently. • Moves body, arms and legs and changes facial expression in response to others, e.g., moving head, sticking out tongue, opening mouth and widening eyes. • Responds to what carer is paying attention to, e.g., following their gaze or stilling or turning to a sound making object. • Distinguishes between people, recognising the look, sound and smell of their close carer. • They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example. • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. • Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. • Becomes wary of unfamiliar people or people they have not seen or encountered for a while.	• Learns about their physical self through exploratory play with their hands and feet and movement • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company	• Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies • Expresses feelings strongly through crying in order to make sure that their needs will be met • May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive • Seeks physical and emotional comfort by snuggling in to trusted adults • Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking • Reacts emotionally to other people's emotions; smiling when smiled at or when hearing a happy, sing -song voice and becoming distressed if they hear another child crying or see a blank unresponsive face
2	• Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something or by stilling and listening and reaching for an object that an adult holds close by • Engages another person to help achieve a goal, e.g., to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others' body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through reaching out to touch them when they are close by, offering toys, food etc, and by reaching for objects that another has	• Responds to their own name and can find own nose, eyes or tummy as part of interactive games • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away • Understands that their own voice and actions causes an effect on others, e.g., clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement	• Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop • Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy

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3	• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Can play alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration	• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use *me, you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying *no, me do it* or *Mine* • Helps an adult with brushing teeth • Helps with dressing/undressing and care routines for hand washing and teeth cleaning	• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries
4	• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest	• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning	• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
5	• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Spends time playing alone, alongside and with others, inviting others to play and attempting to join others' play	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Has a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Can wash and can dry hands effectively	• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

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6	• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs	• Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity	• Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
ELG	Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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Communication and Language Development

R	Listening and attention	Understanding	Speaking
1	• Turns toward a familiar sound then locates range of sounds with accuracy • Listens to, distinguishes and responds to intonations and sounds of voices • Reacts in interaction with others by smiling, looking or moving • Quietens or alerts to the sound of speech • Looks intently at, stills or responds to a person talking, but stops responding if speaker turns away or stops • Listens to familiar sounds, words, or finger plays • Fleeting attention – not under child's control, new stimuli takes whole attention	• Turns or stills when hears own name • Starts to understand contextual clues, e.g. familiar gestures, words and sounds • Experiences and may begin to still or vocalise in response to a familiar word, Object of reference or touch cue. • Begins to show awareness of others in an interaction e.g. notices or stills in response to an adult copying their movements or sounds during intensive interaction.	• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing • Lifts arms, changes body movements or stills in anticipation of being picked up • Points and looks or reaches out or vocalises to make requests and to share an interest • Beginning to understand the fundamentals of communication to impact positively on interactions with familiar adults. • Explores own vocal sounds
2	• Moves whole body or parts of body to the beat or music they like. • Concentrates intently on an object or activity of own choosing for short periods • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Enjoys laughing and being playful with others • Engages in making own sounds and attends to them e.g. repeatedly tapping feet on a resonance board or intentionally tapping on a drum • Participates in an interaction by smiling, vocalising or moving in response to an adult copying their actions e.g. during intensive interaction	• Is developing the ability to follow others' body language, including pointing and gesture or shows awareness when familiar touch cues are used e.g. • Responds to simple questions when in a familiar context with a special person (e.g. *Where's Mummy?, Where's your nose?)* • Understanding of single words, signs or objects of reference in context is developing, e.g. *cup, milk, daddy, toilet, soft play etc.*	• Practises and gradually develops speech sounds (babbling) to communicate both spontaneously and in response to a familiar adult. • Frequently imitates sounds with emerging words or gestures with emerging signs • Practises babbling and increasingly experiments with using sounds • Intentionally activate a switch or BIGmack to hear a single recorded message. • Uses single words, consistent gestures, single signs or symbols to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye*) • Creates personal words as they begin to develop language
3	• Listens to and responds to rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Shows understanding of rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity • Takes notice of, stills or listens to sounds in the environment e.g. a child crying, a lawn mower outside or a food mixer in the kitchen	• Understands different situations - able to follow routine events and activities using nonverbal cues e.g. shows an awareness of visuals on a first and next board. • Shows an awareness of and is able to follow a sequence of photos, symbols or objects on a simple symbol or object timetable • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. *Throw the ball*) • Sustains an interaction with an adult during intensive interaction e.g. copying gestures or sounds, making eye-contact and taking multiple turns	• *Imitates vocalisations in the correct context during play e.g. choo, choo for train, brrrr for toy car, weee for going down a slide etc…* • *Communicates using single words or signs or symbols* • Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*) using speech, signs or symbols or communication boards and devices • Activates a Smooth talker or step by step switch several times to create a multi- layered vocal response • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *Want it*
4	• Listens with interest to the noise's adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus	• Identifies action words by following simple instructions, e.g. *Show me jumping* • Beginning to understand more complex sentences, e.g. *Put your toys away and then sit on the carpet* • *Can understand and follow a more complex half day symbol or object timetable.* • Understands who, what, where in simple questions	• Holds a conversation, jumping from topic to topic • Learns new words very rapidly in their preferred method of communication and is able to use them in communicating • Uses a variety of questions (e.g. *what, where, who*) • Uses longer sentences (e.g. *Mummy gonna work*) • Beginning to use word endings (e.g. *going, cats*) • Copies familiar expressions, e.g. *Oh dear, All gone.*

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		(e.g. *Who's that? Who can? What's that? Where is?*) • Developing understanding of simple concepts (e.g. *fast/slow, good/bad*)	• Beginning to put two words, signs or symbols together (e.g. *Want ball, More juice*) • Uses language to share feelings, experiences and thoughts
5	• Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen **or** do, but can change their own focus of attention • Is able to follow directions (if not intently focused)	• Understands use of objects (e.g. *Which one do we cut with?*) • Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box* • Beginning to understand *why* and *how* questions	• Communicates for a variety of reasons for example, commenting, requesting, accepting, refusing, sharing opinions etc… by combining at least three words, signs or symbols. • Beginning to use more complex sentences to link thoughts (e.g. using *and, because*) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how* • Beginning to use a range of tenses (e.g. *play, playing, will play, played*) • Continues to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*
6	• Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span	• Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as *who; why; when; where* and *how*	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play
ELG	Children at the expected level of development will: - 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		Children at the expected level of development will: - 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.

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Physical Development

R	Gross Motor skills	Fine Motor skills
1	• Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together • Follows and tracks a sound or moving object, moving head and eyes • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms • Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations	• Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp • Hand under hand explores fine motor equipment with support. • Is supported to touch and move fine motor equipment such as bricks and playdough. (T) • Allows an adult to massage hands and stretch out fingers. (T) • Moves hands through sensory materials (T)
2	• Belly crawling moves into crawling up on hands and knees • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Pulls to standing from crawling, holding on to furniture or person for support • Walks around furniture lifting one foot and stepping sideways (cruising) • Starts walking independently on firm surfaces and later on uneven surfaces • Starts to throw and release objects overarm. • Climbs inside, underneath, into corners and between objects	• Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands whilst looking at them • Engages during finger and toe rhymes and games. • Points with first finger, sharing attention with adult. • Responds to the sensory experience of making marks in food, damp sand, water, mud, paste or paint • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Manipulates objects using hands singly and together, such as squeezing water out of a sponge •Attempts to stack bricks on top of one another (T) •Manipulates play dough in different ways, squeezing / patting (T) • Moves hands and shows recognition of hand massage. (T) • Makes independent attempts to move body cooperatively e.g. lifting legs and moving arms to cooperate when getting dressed (T)
3	• Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • Uses gesture and body language to convey needs and interests and to support emerging verbal language use	• Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Builds a tower of three or more bricks or connects bricks together. (T) • Begins to manipulate playdough in different ways independently. (T) •Grasps toothbrush and attempts to bring to mouth (T)

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4	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot	• Feeds self competently • Can hold a cup with two hands and drink well without spilling • Able to help with, and increasingly independent when, putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
5	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	• Creates lines and circles pivoting from the shoulder and elbow • Can mirror the playful actions or movements of another adult or child • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
6	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Shows a preference for a dominant hand	• Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
ELG	**Gross Motor Skills** Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	**Fine Motor Skills** Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

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Literacy

R	Word Reading	Writing	Comprehension
1	• Notices and engages with sounds and images in the environment • As part of sensory exploration, may touch and handle books and digital reading devices • Experiences looking at books and other suitable printed or digital material with familiar people, and being read to	• Allows an adult to move their hands in sensory materials to make marks. (T) • Notices sensory materials and textures on their hands. (T) • Moves hands in sensory materials. (T) • Is supported in a range of fine motor activities. • Tolerates finger plays and hand massage.	• Shows response to familiar sensory stories (T)
2	• Handles books, printed and digital reading material with interest • Responds to sounds in the environment such as cars, sirens and birds • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences •Respond to activities that focus their visual attention, attention autism, positive looking, computer. (SC)	• Moves head towards / looks at marks made. (T) • Allows adults to move hands in a range of directions, circular, up and down and side to side. (T) • Looks at paper when supported in mark making (T) • Allows adult to support them in making marks hand under hand, • Handles or explores paper and mark making items such as pens, paint sticks. (T) • With support and encouragement, pupils observe or engage in a range of **mark making** activities using their body, for example making paint footprints, finger painting, exploring foam on a building tray (SC)	• Shows anticipation to familiar sensory stories (T) •Begins to point to familiar images (T)
3	• Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience • Develop interest and pleasure in shared reading activities. (SLD) Engage in activities that help to develop awareness that **pictures, symbols and print** carry meaning, for example □ finding their **photograph** at register time, □ using a **symbol** to request a toy, □ finding their printed **name** □ recognise **photographs** of familiar objects and people (SLD) • Engage in activities that focus their attention on an adult using language, for example singing, talking, chanting, play. (SC) • Respond to activities that help them understand that symbolic objects contain a constant and shared meaning for example a plate indicates that it is dinner time, a coat means that it is time to play outside. (SC)	• Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Shows pleasure in the sensory experience of making marks • Makes a range of marks circular, horizontal, vertical. (T) • Begins to make marks within an outline/ shape. (T) •Uses a range of mark making tools. (T) •With support and encouragement, pupils observe or engage in a range of **mark making** activities using a range of objects, for example sponge painting, squirting water, painting with brushes, glue. (SC)	Participate in a wide range of **literacy** experiences including **sensory** stories, tactile **books**, **drama**, in order to: □ derive some meaning from **pictures, symbols and texts** presented in a familiar context □ show recall in familiar activities, for example anticipating an action or event □ develop an understanding that **print** carries a constant and shared meaning (SLD)
4	• Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. *Humpty Dumpty sat on* • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Shows preference for rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes • discriminate and recognise familiar sounds in the environment • recognise and make a range of vocal sounds, for example 'wheee', 'mmmm',	• Distinguishes between the different marks they make • Chooses to draw and write on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. • Begins to colour in shapes and keeps mainly within the lines. (T) •Shows a preference for mark making tools. (T) •Isolates finger to make marks in paint. (T)	Learn to understand **texts** at a literal level, for example □ answer 'who, what, where' questions □ recognise **characters** □ anticipate **events** in familiar **stories** □ recreate **stories** using props □ join in with simple **discussion** about a **story** (SLD)

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Working vertically (R = Range of learning)

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	• learning that printed material has a shared and fixed meaning (SLD)		
5	• Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Explores print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words	During focused 'writing' activities and across the curriculum: □ use appropriate **symbols, words** or short phrases to **describe** an event, experience or in response to a stimulus, for example putting a **symbol** for 'swimming' in a **diary** to communicate that they went swimming this morning □ make marks to share with an audience, for example **drawing** and sharing a picture of their pet. (SLD) •Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words • Keeps within the lines when colouring with increased accuracy.	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings
6	• Explores an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet	• Explores and experiments with creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	•Access a range of books so they can: □ **read picture books** on their own □ **listen** to a **story** read by an adult □ **listen** to a **story** attentively as part of a group □ show some understanding of how a book works (SLD)

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	- Begins to link sounds to some frequently used digraphs, e.g. *sh, th, ee* • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.		
ELG	Children at the expected level of development will: - 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.	Children at the expected level of development will: - 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.	Children at the expected level of development will: -Demonstrate understanding of what has been read to them by retelling stories and narratives and recently introduced vocabulary. - Anticipate where appropriate key events in stories, -Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes and poems during roleplay.

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Mathematics

R	Number and Place Value (Counting)	Spatial awareness	Shape	Numerical Pattern (including time)	Measures (Capacity)	Additional and Subtraction (Comparison)
1	• Reacts to objects placed in front of them. • Experiences number names in singing and modelled counting.	• Explores space when they are free to move, roll and stretch • Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other	• Experiences differently sized and shaped objects • Feels and explores objects and toys with interest.	• Shows interest in patterned songs and rhymes, perhaps with repeated actions • Experiences patterned objects and images	• Experiences size, reacting to very big or very small items that they see or try to pick up	• Experiences lots of one item, e.g. lots of balls.
2	• May be aware of number names through their engagement with action rhymes and songs that relate to numbers • Explores concrete objects in a variety of contexts, e.g., number rhymes 10 green bottles.	• Looks for things which have moved out of sight • Tracks moving objects and / or people • Moves or transports items placed nearby.	• Begins to stack objects using flat surfaces • Attempts, sometimes successfully, to match shapes with spaces on simple inset puzzles • Begins to put objects of similar shapes inside others and take them out again	• Begins to joins in with repeated actions in songs and stories • Initiates and continues repeated actions • Begins to predict / anticipates what happens next in familiar situations	• Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and benefits from daily routine • Shows an interest in emptying containers	• Begins to group objects together. • Observes and reacts to a significant change of amount
3	• Says some counting names • May engage in counting-like behaviour, making sounds and pointing, tapping or saying some numbers in sequence • Uses number words, like *one* or *two* and sometimes responds accurately when asked to give one or two things	• Spends time filling and emptying containers • Investigates fitting themselves inside and moving through spaces • Explores space around them and engages with position and direction, such as pointing to where they would like to go •Covers items with blanket or box.	• Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Uses blocks to create their own simple structures and arrangements.	• Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys	• Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines	• Responds to words like *lots* or *more* • Makes groups of objects •Change the number of objects in a group.
4	• Begins to say numbers in order, some of which are in the right order (ordinality) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Beginning to count on their fingers.	• Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language• Explores how things look from different viewpoints including things that are near or far away	• Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions	• Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines	• Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time	• Beginning to compare and recognise changes in numbers of things, using words like *more, lots or 'same'* • Understands when someone has added something or taken something away. • In everyday situations takes or gives up two or three objects in a group.
5	• May explore counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item,	• Responds to and uses language of position and direction • Predicts, moves and rotates	• Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal	• Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple	• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full	• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. *You've*

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	using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 **Cardinality** • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings	objects to fit the space or create the shape they would like	language and common shape names • Shows awareness of shape similarities and differences between objects • Spends time partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks	linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	of two items • Recalls a sequence of events in everyday life and stories	*got two, I've got two. Same!* **Composition** • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
6	• Can recite numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality) • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size	• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May spend time making simple maps of familiar and imaginative environments, with landmarks	• Uses informal language and analogies, (e.g. *heart-shaped and hand-shaped leaves*), as well as mathematical terms to describe shapes • Spends time composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build	• Spots patterns in the environment, beginning to identify the pattern "rule" • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	• Will tackle problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars	• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
ELG	Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			Children at the expected level of development will: - 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.		

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Understanding the World

	People, Culture and Communities	The Natural World	Past and Present
1	• Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Recognises key people in their own lives • Experiences and explore items and activities linked to different cultures. (T) • Experiences a range of celebrations and festivals. (T)	• Moves eyes, then head, to follow moving objects • Reacts with abrupt change when a face or object suddenly disappears from view • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle • Experience a multisensory approach to learning that enables active opportunities for example feeling and smelling feathers of birds, hearing tweeting, seeing birds in flight enabling the learner to make sense of the whole experience. (SLD) • Have the opportunity for a range of outdoor experiences alongside familiar peers. (SLD)	• Experience colours, smells, symbols and cue objects linked to the days of the week. (T) • Experiences symbols or objects of reference in relation to what is happening now. (T) • Passive or content within current environment. (T)
2	• Develops a sense of belonging to their family and their key people. • Shows awareness of familiar and unfamiliar people. (T) • Is aware of different places within their immediate environment. (T) • Responds to experiences linked to different cultures and festivals. (T) • Is supported to join a school event such as sports day. (T)	• Closely observes what animals, people and vehicles do • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves • Looks for dropped objects • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing • Experiences a range of different weathers. (T) • Experience a range of natural materials using all the senses, e.g. be supported to feel, touch, smell and hear nature and where possible link experience of taste. (SLD)	• Begins to respond to colours, smells, symbols and cue objects linked to the days of the week. (T) • Begins to show preferences for specific routines (T) • Begins to respond to symbols or objects of reference in relation to what is happening now. (T)
3	• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Engages with stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. • Is curious about cultures and festivals. (T) • Participates in a school event such as sports day. (T)	• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot • Responds to a range of different weathers. (T)	• Responds to routine and anticipates key activities in the day, notice and is aware of changes to routine (SLD) • Responds to what is happening now **e**.g. responds to simple transition (T) • Make own choices about own routine (SLD) • Show recognition of the day of the week or activity (T)
4	• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g., making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that	• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Spends time playing with small world reconstructions, building on first-hand experiences, e.g., visiting farms, garages, train tracks, walking by river or lake	• Begins to respond to what is happening **'now'** and **'next'** (T) • Identifying the day of the week from a choice (T). • Anticipates times of the day such as meal times and home time. (T) • Shows recognition of things at school that they have experienced at home. (T)

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	connect them to, and distinguish them from, others		
5	• Shows interest in the lives of people who are familiar to them • Shows interest joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment	• Experience carrying out activities according to simple time-related vocabulary e.g. **fast / slow / go / stop / wait** (SLD) • Understand the terms **'now'** & **'next'** (SLD) • Recall days of the week as part of a practical activity (e.g. through song) (SLD) • Follows a series of symbols in relation to timetable (T) • Recalls a past event that happened at home or school. (T)
6	• Confidently join's in with family customs and routines • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	• Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes	• Demonstrates an understanding of a series of symbols in relation to timetable. (T) • Recall days of the week and understands what day it is today, yesterday and tomorrow. (T) • Recalls a past event that happened at home or school and answers questions about it. (T) • Talks about past and present events in their own life and in the lives of family members
ELG	Children at the expected level of development will: - 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 have 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.	Children at the expected level of development will: - 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.	Children at the expected level of development will: - 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.

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Expressive Arts and Design

	Creating with Materials	Being imaginative and Expressive
1	• Accepts hand under hand support to explore a range of media- such as paint, glue and collage materials. (T) • Experiences media using different senses e.g., listens to paper being torn and scrunched. (T) • Makes small movements using own hands within a range of creative materials. (T) • Accepts hand under hand support to handle and use a range of mark making tools. (T) • Experiences early interactive rhymes and songs. (T)	• Accepts adult support to explore a range of role play clothes and accessories such as wearing a police hat. (T) • Experiences a variety of props through a multisensory approach to play and learning including a range of sounds textures and sensations. (T) • Displays a range of emotions e.g., shows happiness by smiling and shows sadness by crying. (T) •Responds to sensations with bodily reactions ego stilling to music or the feel of a silky scarf. (T)
2	• Explores media using their body- e.g. making hand or footprints in paint. (SC) • Explores making sound using whole body e.g. banging hands or feet on a resonance board. (T) • Experiments with a range of tools in creative activities (SC) • Makes sounds through multi-sensory exploration using musical instruments or sound makers. (T)	• Handles familiar everyday objects and pretends to use them e.g., holding a phone to their ear or putting a toy cup to their mouth. (T) • Anticipates cue songs within the familiar routine. (T) • Begins to show consistent reactions to familiar sensory exploration, music or songs. (T) • Responds with movement to songs, music or singing. (T) • Responds to and engages with the world that surrounds them- ego sounds, movement, people objects, sensations, emotions (their own and others)
3	• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources	• Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals and looks at self in mirror.
4	• Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow* • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas	• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects beginning to describe sounds and music imaginatively, e.g. *scary music* • Creates rhythmic sounds and movements • Selects dressing up item and has favourites.
5	• Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Actively joins in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose	• Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme
6	• Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to	•Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences

ELF Progression document for full-time SLD Early Years pupils (Part time pupils only use Prime areas)

Working vertically (R = Range of learning)

Name of Pupil: Key – xxx = Achieved. Xxx = Working on this skill

AUT 25	SPR 26	SUM 26	AUT 26	SPR 27	SUM 27	AUT 27	SPR 28	SUM 28

	• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth* • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
ELG	Children at the expected level of development will: - 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.	Children at the expected level of development will: - 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.