

Great Coates Village Nursery



Curriculum
2023-24

Checkpoints 3 to 4

Communication and Language

I can talk about my own experiences, ideas, thoughts and opinions.

I can listen and respond to ideas expressed by others in conversation or discussion. (DM CL LA 30-50)

I can engage, give attention and respond appropriately in a range of situations.

Personal, Social and Emotional Development

I can play co-operatively, taking turns with others. (DM PSHE MR 40-60)

I confidently speak to others about my own needs, wants, interests and opinions. (DM PSHE SCSA 40-60)

I can follow the set boundaries, and behaviour expectations in the setting. (DM PSHE MFB 40-60)

Physical Development

Gross Motor

Fine Motor

I can throw and catch a ball
(DM PD MH 30-50)

I can travel with confidence and skill
(DM PD MH 30-50)

I use one handed tools
(DM PD MH 30-50)

Readers, Writers and Storytellers	Write my own name Collaborate and contribute to a whole class story
Mathematicians	Count to 5 and beyond Use shape and measure to create
Scientists	Make a prediction and test my ideas Identify characteristics of an animal or plant
Artists	Create a 'masterpiece' in Art & Media, Music or Dance
Gardeners	Grow a plant (flower, herb or vegetable)
Chefs	Follow a recipe
Builders and Engineers	Build a den

COMMUNICATION & LANGUAGE

Speaking

I can talk about my own experiences, ideas, thoughts and opinion.

	Expectation/ Goal	Pupils' Progress
Step 1	I am recognising that I have a voice and my voice will be listened and responded to.	• Use up to 50 words. (Birth – 3 Checkpoints Around 2nd birthday) • Beginning to put two or three words together: “more milk”? (Birth – 3 Checkpoints Around 2nd birthday) • Linking up to 5 words together. (Birth – 3 Checkpoints Around 2nd birthday) • Frequently asking questions. (Birth – 3 Checkpoints Around 2nd birthday)
Step 2	I am beginning to use simple sentences (with increasing amounts of words). (DM CL S 22-36)	• Beginning to use conjunctions (and, because). (DM CL S 30-50) • Building and using vocabulary that reflects the breadth of experience. (DM CL S 30-50) • Using vocabulary focused on objects and people that are of particular importance to them (pronouns, prepositions, nouns and verbs).
Step 3	I am using an increasing amount of words. I am talking in a range of situations about a range of topics. I am building up a repertoire of songs, rhymes and repeated frames.	• Use talk to show pretending (CL:S: 3 years 4 months) • Use exciting theme words (CL:S: 3 years 8 months) • Use talk to connect ideas (CL:S: 4 years)
Step 4	I respond to questions about my experiences, ideas or opinions.	• Respond to/answer simple questions (who, where, what). • Beginning to link statements to a main theme. • Beginning to use to talk to organise sequence and clarify thinking, ideas, feelings and events. (DM CL S 40-60)
Step 5	I can confidently talk in a familiar range of situations, about a range of topics, ideas, opinions and experiences.	• Express a point of view and debate when they disagree with an adult or a friend using words as well as actions • Introduce a storyline or narrative into play (ideas and opinions). (DM CL S 40-60) • Express clearly and articulate their ideas and thoughts in well-formed sentences.

COMMUNICATION & LANGUAGE

Understanding

I can listen and respond to ideas expressed by others in conversation or discussion.

	Expectation/ Goal	Pupils' Progress
Step 1	I respond to simple instructions or gestures (e.g sit down, put away, get). (DM CL U 30-50)	• Turn or pay attention when somebody talks to them (DM CL LA 16-26) • Starting to understand action words (verbs including: go, sit, walk, put away). (DM CL U 16-26) • Learning new vocabulary (nouns) • Select familiar objects by name and will go and find objects when asked, or identify objects from a group. (DM CL U 16-26)
Step 2	I am demonstrating an understanding of familiar words, pictures, symbols or signs.	• Sit and listen to stories. (DM CL LA 16-26) • Listen to my friends. • Beginning to talk about different things. • Carry out a sequence of instructions (e.g. sit down, pat knees, clap hands).
Step 3	I am showing curiosity and starting to use questions to find out about the world.	• Starting to ask simple questions (what, why, where). • Understanding simple concepts (e.g. big/little, now/later, morning/afternoon). (DM CL U 22-36) • Asking a variety of simple questions.
Step 4	I am beginning to understand why and how questions. (DM CL U 30-50) (SEND CL U Stage 5)	• Understand the use of objects. (DM CL U 30-50) • Beginning to use and show understanding of prepositions. (DM CL U 30-50) • Ask a relevant question
Step 5	I understand humour, nonsense rhymes and jokes (DM CL U 40-60) (SEND Stage 6)	• Ask what unfamiliar words mean. • Use an extended range of vocabulary. • Able to follow a story without pictures or props. (DM CL U 30-50)

COMMUNICATION & LANGUAGE

Listening and Attention

I can engage, give attention and respond appropriately in a range of situations.

	Expectation/ Goal	Pupils' Progress
Step 1	I am able to follow simple directions.	• Turn or pay attention when somebody talks to me. • Follow simple 1 or 2 step instructions, for example sit down or tidy up. • Increasing vocab including words for time, verbs and nouns.
Step 2	I listen to others one-to-one or in small groups.	• Beginning to shift from one task to another if you fully obtain attention, for example, by using my name. • Beginning to understand simple questions who, what, where. • Use more vocab words for time, verbs and nouns.
Step 3	I listen to stories with increasing attention and recall.	• Starting to understand action words (verbs). • Starting to understand simple questions. • Starting to understand future and past tense.
Step 4	I listen in a larger group.	• Know 10 nursery rhymes or songs by heart. • Listen and responds to extended conversations. • Use language to imagine and recreate roles and experiences in play situations.
Step 5	I listen attentively in a range of situations.	• Remember a short message and pass it on to another person. • Listen to stories, accurately anticipating key events and respond to what they hear with relevant questions, comments and actions. • Give attention to what others say and respond appropriately. • Join in with repetitive refrains.

PSED I can play co-operatively, taking turns with others. (DM PSHE MR ELG)		
	Expectation/ Goal	Pupils' Progress
Step 1	I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available. (Birth to 3 Checkpoint)	• Starting to be interested in others' play and starting to join in. (DM PSED FM 22-36) • Starting to see themselves as a separate person. (Checkpoint Birth to 3 – at around 2)
Step 2	I can safely explore emotions beyond my normal range through play and stories. (Birth to 3 Checkpoint)	• Seek out others to share experiences. (DM PSED FM 22-36) • Starting to enjoy the company of other children and want to play with them. (Checkpoint Birth to 3 - between 2 to 3)
Step 3	I can develop friendships with other children. (Birth to 3 Checkpoint)	• Select and use activities and resources, with help when needed. (Checkpoint 3-4) • May form a special friendship with another child. (DM PSED FM 22-36)
Step 4	I can play in a group, extending and elaborating play ideas. (DM PSED MR 30-50)	• Keep play going by responding to what others are saying or doing. (DM PSED MR 30-50) • Initiate play, offer cues to peers to join them. (DM PSED MR 30-50) • Demonstrate friendly behaviour, initiate conversations and form good relationships with peers. ((DM PSED MR 30-50)
Step 5	I can take steps to resolve conflict with other children. (DM PSED MR 40-60)	• Find solutions to conflicts and rivalries. Checkpoint 3-4 • Explain their own knowledge and understanding, and ask appropriate questions of others. (DM PSED MR 40-60)

PSED

I confidently speak to others about my own needs, wants, interests and opinions

(DM PSHE SCSA 40-60)

	Expectation/ Goal	Pupils' Progress
Step 1	I can engage with others through gestures, gaze and talk. (Birth to 3 Checkpoint)	• Starting to express preferences and decisions. (Birth to 3 Checkpoint) • Starting to try new things and start establishing their autonomy. (Birth to 3 Checkpoint)
Step 2	I demonstrate a sense of self as an individual. (DM PSED SCSA 16-26)	• Feel strong enough to express a range of emotions. (Birth to 3 Checkpoint) • Increasingly able to talk about and manage emotions. (Birth to 3 Checkpoint) • May notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. (Birth to 3 Checkpoint)
Step 3	I can confidently express own preferences and opinions. (DM PSED SCSA 22-36)	• Becoming more outgoing (towards unfamiliar people). (DM PSED SCSA 22-36) • Becoming more confident in new social situations. (DM PSED SCSA 22-36) • Show strong personal preferences. (SEND stage 5) • Confidently talk to other children when playing, and will communicate freely about own home and community. (SEND Stage 5)
Step 4	I can confidently ask adults for help. (DM PSED SCSA 30-50)	• Show confidence in asking adults for help. (SEND Stage 5)
Step 5	I can confidently speak to others about my own needs, wants, opinions and interests. (SEND Stage 6)	• Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Checkpoint 3-4) • Express my feelings and consider the feelings of others. (Checkpoint 3-4) • Build constructive and respectful relationships. (Checkpoint 3-4)

PSED

I can follow the set boundaries, and behaviour expectations in the setting. (DM PSHE MFB 40-60)

	Expectation/ Goal	Pupils' Progress
Step 1	I am introduced to new environments and expectations.	• Beginning to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (Birth to 3 Checkpoint) • Starting to find ways of managing transitions, for example from their parent to their key person. (Birth to 3 Checkpoint)
Step 2	I am becoming familiar with new environments and expectations.	• Learning to play with increasing confidence on my own and with other children (because they know their key person is nearby and available) Birth to 3 Checkpoint • Beginning to remember rules (with prompts from adults)
Step 3	I am participating and engaging in the activities, rules and community within the classroom.	• Select and use activities and resources, with help when needed. (This helps them to achieve a goal they have chosen, or one which is suggested to them). (Checkpoints 3-4) • Developing my sense of responsibility and membership of a community. (Checkpoints 3-4) • Aware of the boundaries set and of behavioural expectations in the setting. (DM PSED MFB 30-50)
Step 4	I can increasingly follow rules, understanding why they are important. (Checkpoint 3-4)	• Increasingly following rules, understanding why they are important. (Checkpoints 3-4) • Increasingly able to remember rules without needing an adult to remind them. (Checkpoints 3-4)
Step 5	I can support my peers in following the rules and explain why we need them.	• Remember rules without needing an adult to remind them. Checkpoints 3-4) • Develop appropriate ways of being assertive and talk with others to solve conflicts. (Checkpoints 3-4)

PHYSICAL DEVELOPMENT

Gross Motor

I can throw and catch a ball.

I can travel with confidence and skill.

[Links to ball unit With Mr Osbourne and Poppy room.](#)

	Expectation/ Goal	Pupils' Progress
Step 1	I am using my body to access new equipment (with support). Beginning to move (ride on) cars and bikes using feet and climbing apparatus inside and outside.	• Can move along on the bike, scooter or car by pushing along with my feet. • Can get myself in and out of the car or tractor. • Enjoy starting to kick, throw and catch balls. • Able to use some of the indoor climbing equipment (Poppy Room) with adult support.
Step 2	I am learning to experiment and explore with movement.	• Beginning to explore more equipment; to pour, make marks in sand, dig with spades, roll play dough etc. • Beginning to use more complex actions, e.g. pouring, digging, twisting and turning objects and materials. • Beginning to move my body to music. • Can kick a ball.
Step 3	I am developing and controlling movement. Increase the variety of equipment available around nursery including, 3 wheel bikes, passenger bikes and steps in Poppy room.	• Beginning to use large muscle movement to wave flags and streamers, paint and make marks. • Beginning to use different equipment which requires controlled movement (e.g. Clevertouch to operate touch screen or mouse).
Step 4	I am able to adapt motions and actions to the activity.	• Beginning to remember patterns of movement relating to music and rhythm (e.g. clapping, dancing, stomping, and marching). • Take part in group activities and make up their own games or actions. • Beginning to match my physical skills to tasks and activities in the nursery (e.g. deciding to run, crawl or walk along a balance

		beam).
Step 5	I am developing and using my overall body strength, co-ordination, balance and agility in a range of physical activities (e.g. riding bikes, indoor climbing equipment in Poppy Room, stilt pots, chase games, negotiate obstacles, ball skills)	• Can climb confidently and beginning to pull myself up on nursery equipment, including ladders and steps. • Can peddle a bike or use outdoor equipment (e.g. stilt pots, scooter etc). • Can throw, catch or kick a ball, bean bag or hoop. • Beginning to move in different ways, climb, crawl, shuffle, walk, slithering, rolling , jumping, hopping, sliding, etc)

PHYSICAL DEVELOPMENT
Fine Motor
I can use one handed tools.

	Expectation/ Goal	Pupils' Progress
Step 1	I am starting to show an interest in different objects.	• Reach for, touch, pick up and hold objects • Explore equipment available (and select equipment I would like to use). • Makes connections between their movement and the marks they make. (DM PD MH16-26)
Step 2	I am exploring different ways of holding tools and making marks.	• I enjoy making marks in damp sand, slime, shaving foam or paint • I can scribble with different mark making tools (e.g. crayons, chalk, pencils and felt tip pens). • Shows control in holding and using jugs to pour, hammers, books and mark making tools. (DM P.D MH 22-36)
Step 3	My hand-eye coordination is developing and fine motor muscles are strengthening. Opportunities for a wide range of activities that require hand eye co-ordination and strength, including, opening glue pots, tap a shape, hole punchers and scissors, zips and tools).	• Beginning to develop hand – eye coordination. • I use a comfortable grip with good control • I am beginning to use different tools (e.g. scissors to make snips in paper). • Beginning to use three fingers (tripod) grip to hold writing tools. (DM PD MH 22-36)
Step 4	I can consistently demonstrate appropriate pen grip.	• I show a preference for a dominant hand. (DM PD MH 22-36) • I give meaning to the marks I make. (L: W: 44 months) • I can write the initial letter of my name. (L: W: 48 months)
Step 5	I can confidently use a range of tools (including mark making).	• Beginning to write some letters in their name. (L: W: 52 months) • Write own name. (L: W: 56 months) • Uses simple tools to effect changes to materials. • Handles tools, objects, constructions and malleable materials safely and with increasing control. (DM PD MH 40-60)

READERS, WRITERS AND STORYTELLERS

Write my own name

	Expectation/ Goal	Pupils' Progress
Step 1	Enjoy drawing freely Checkpoint Birth to 3	• I am starting to imitate drawing simple shapes such as circles and lines. DM PD MH 22-36 • I am using large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Checkpoint Birth to 3 • I am starting to show manipulation and control. Checkpoint Birth to 3 • I am starting to explore different materials and tool. Checkpoint Birth to 3
Step 2	Draw lines and circles using gross motor movements DM PD MH 30-50	• I may add some marks to their drawings, which they give meaning to. For example: "That says mummy." Checkpoint Birth to 3 • I am developing manipulation and control Checkpoint Birth to 3
Step 3	Show a preference for a dominant hand DM PD MH 40-60	• I may use a comfortable grip with good control when holding pens and pencils Checkpoint 3 to 4 • I am developing my hold of the pencil between my thumb and two finger, no longer using whole hand grip DM PD MH 30-50
Step 4	Use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list or writing 'm' for mummy. Checkpoint 3-4	• Make marks on their picture to stand for their name. Checkpoint Birth to 3 • I am learning to hold the pencil between my first two fingers and thumb and use it with good control. DM PD MH 30-50 • I am developing my phonological awareness, e.g. spot/ recognise words with the same initial sound, such as money and mother Checkpoint 3-4
Step 5	Write some or all of my name. Checkpoint 3-4	• I can copy some letters, e.g. letters from their name DM PD MH 30-50 • Write some letters accurately. Checkpoint 3-4 • Form lower-case and capital letters correctly. Checkpoint 3-4 • I may use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. DM PD MH 40-60

READERS, WRITERS AND STORYTELLERS

Collaborate and contribute to a whole class story

	Expectation/ Goal	Pupils' Progress
Step 1	I enjoy familiar songs and rhymes. Checkpoint Birth to 3	• I can say some of the words in songs and rhymes. Checkpoint Birth to 3 • I can copy finger movements and other gestures. Checkpoint Birth to 3 • I am starting to pay attention and respond to the pictures or the words. Checkpoint Birth to 3
Step 2	Introduce a storyline or narrative into their play. DM Com & Land SP 40-60	• Sing songs and say rhymes independently. Checkpoint Birth to 3 • Enjoy sharing books with an adult. Checkpoint Birth to 3 • I am starting to develop play around favourite stories using props. Checkpoint Birth to 3
Step 3	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. DM Lit R 30-50	• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Checkpoint Birth to 3 • Ask questions about the book. Checkpoint Birth to 3 • Repeat words and phrases from familiar stories. Makes comments and shares their own ideas. Checkpoint Birth to 3
Step 4	Beginning to be aware of the way stories are structured DM Lit R 30-50 Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Checkpoint 3-4	• Use talk to organise, sequence and clarify thinking, ideas, feelings and events. DM Com & Land SP 30-50 • Engage in extended conversations about stories, learning new vocabulary. Checkpoint 3-4 • Engage in extended conversations about stories, learning new vocabulary. Checkpoint 3-4
Step 5	I can collaborate and contribute to a whole class story	• Engage in extended conversations about stories, learning new vocabulary Checkpoint 3-4 • I can suggest how the story might end. DM Lit R 30-50

MATHEMATICIANS

Count to 5 and beyond

	Expectation/ Goal	Pupils' Progress
Step 1	Starting to gain an understanding of “all gone”	• I show awareness when you show me a new object (M:N: 4 months) • I listen with interest as you sing number songs and rhymes (M:N: 8 months) • I am starting to understand what “all gone” means (M:N: 12 months)
Step 2	Starting to learn about amounts and counting	• I can choose an object from a small group (M:N: 1 year 4 months) • I notice changes in number in small groups of objects (M:N: 1 year 8 months) • I say some counting words randomly (M:N: 2 years)
Step 3	Starting to understand that amounts can change	• I am starting to understand what “more” and “lots” means (M:N: 2 years 4 months) • I can point to a group of objects with more/fewer (M:N: 2 years 8 months) • I understand quantities change if you add something or take something away (M:N: 3 years)
Step 4	Counting and comparing amounts	• I can count 5 objects (M:N: 3 years 4 months) • I can compare 2 groups of objects (M:N: 3 years 8 months) • I can separate 5 objects in different ways but knows the total stays the same (M:N: 4 years)
Step 5	To understand everything “five” is made up of (number bonds, patterns on dice, dominoes, ordinal, more than, less than etc)	• I can find 1 more or 1 less from a group of up to 5 objects (M:N: 4 years 4 months) • I can find the total number of items in 2 groups (M:N: 4 years 8 months) • I know the “fiveness” of 5 (M:N: 5 years)

MATHEMATICIANS

Use shape and measure to create a 2D picture or 3D model

	Expectation/ Goal	Pupils' Progress
Step 1	Starting to explore different sized and shaped objects and how they go together (wood and foam blocks, 2D and 3D puzzles, craft boxes and tubes)	• I can use blocks create their own simple structures and arrangements. DM M SSM 16-26 • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' 0-2 Checkpoints • I can build a small tower (3 blocks) (M:SSM: 2 years)
Step 2	Starting to build Starting to show interest in shape and size (daily block play- stacking blocks & complex stacking)	• I recognise simple shapes in pictures (M:SSM: 2 years 4 months) • I can build a tower of 5 blocks (M:SSM: 2 years 8 months) • I can sort objects by shape and size (M:SSM: 3 years)
Step 3	Showing interest in shape and size and starting to categorise (wooden train tracks, Mobilo, glue less collage and picture plans) Beginning to use blocks – making enclosures)	• Begins to use the language of size DM M SSM 22-36 • I am beginning to categorise objects according to properties such as shape. DM M SSM 22-36 • I am beginning to make comparisons between objects relating to size, length, weight and capacity. 0-3 checkpoints
Step 4	Starting to understand prepositions Starting to name shapes and use shapes purposefully (use Lego – follow plans. Blocks – creating bridges & arches. Combining enclosures and bridges)	• I place objects behind, in front of, next to etc. when asked (M:SSM: 3 years 4 months) • I use shapes to make models (M:SSM: 3 years 8 months) • I use shape names accurately (M:SSM: 4 years)
Step 5	Using instructions purposefully to organise, sort and build with shapes (Blocks – building with patterns and symmetry. Building structures that represent objects for pretend play. Lego – complex building)	• I use shapes to make detailed pictures and models (M:SSM: 4 years 4 months) • I use 3D shapes to accurately construct and represent (M:SSM: 4 years 8 months) • I can follow instructions to accurately build a 3D model (M:SSM: 5 years)

SCIENTISTS

I can make a prediction and test my ideas

	Expectation/ Goal	Pupils' Progress
Step 1	Starting to show interest in what is going on in the environment and starting to respond	• I explore objects using my senses (UW:TW: 4 months) • I repeat some actions that have an effect (UW:TW: 8 months) • I watch what is going on around me (UW:TW: 1 year)
Step 2	Showing some understanding of the environment by starting to link different approaches	• I point at objects that interest me (UW:TW: 1 year 4 months) • I show some understanding of my environment (UW:TW: 1 year 8 months) • I explore a range of objects by linking different approaches (UW:TW: 2 years)
Step 3	Showing interest in a wider range of objects and starting to ask questions as a means of developing understanding	• I ask “what” and “why” (UW:TW: 2 years 4 months) • I look carefully at objects and notice detail in them (UW:TW: 2 years 8 months) • I am asking a variety of questions (CL:S: 3 years)
Step 4	Increasing range of questions and increasing use of vocabulary used to talk about what is happening and why	• I question why something happened and how something works (CL:S: 3 years 4 months) • I am using exciting theme words (CL:S: 3 years 8 months) • I talk about why things happen and how things work (UW:TW: 4 years)
Step 5	Extensive knowledge and understanding used effectively to make predictions and test ideas	• I plan how I will approach a task (UW:TW: 4 years 4 months) • I change strategy if things are not going to plan (UW:TW: 4 years 8 months) • I can make a prediction and test my ideas (UW:TW: 5 years)

SCIENTISTS

I can identify characteristics of an animal or plant

	Expectation/ Goal	Pupils' Progress
Step 1	Starting to show interest in what is going on in the environment and starting to respond	• I move my head to follow a moving object (UW:TW: 4 months) • I react when something suddenly disappears from view (UW:TW: 8 months) • I explore different textures (UW:TW: 1 year)
Step 2	Starting to explore both the indoor and the outdoor environments	• I like to go outside (UW:TW: 1 year 4 months) • I show some understanding of my environment (UW:TW: 1 year 8 months) • I use all of my senses to explore (UW:TW: 2 years)
Step 3	Showing interest in, and starting to talk about, the natural world	• I show interest in the natural world (UW:TW: 2 years 4 months) • I am starting to talk about the natural world (UW:TW: 2 years 8 months) • I can tell you something about an animal (UW:TW: 3 years)
Step 4	Recognising detail in animals and plants and observing that changes are taking place	• I talk about animals and plants (UW:TW: 3 years 4 months) • I observe changes in animals and plants (UW:TW: 3 years 8 months) • I understand that things can change (UW:TW: 4 years)
Step 5	Understanding habitats and lifecycles and able to talk about animals and plants in detail	• I observe differences and similarities (UW:TW: 4 years 4 months) • I talk about lifecycles and habitats (UW:TW: 4 years 8 months) • I can identify characteristics of an animal and a plant (UW:TW: 5 years)

ARTISTS
Create a 'masterpiece'
Dance
Dance unit With Mr Osbourne – Links to Physical Development

	Expectation/ Goal	Pupils' Progress
Step 1	Move to music and sounds Introduce our core songs and actions and a variety of actions for songs and rhymes at story time	• I will move my body to music I like (EAD: CM: 2 years) • I am beginning to create simple movements to music (EAD: BIE: 2 years 8 months) • Clap and stamp to music (PD Checkpoint birth to 3)
Step 2	Learn actions for familiar/ favourite songs Follow simple instructions e.g. "If you're happy and you know it clap your hands." Begin to learn our core songs and a variety of songs and rhymes at story time	• I will copy simple movements (EAD: CM: 2 years 4 months) • I am beginning to tap out simple repeated rhythms and move rhythmically. DM EAD MM 30-50 • I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (EAD Checkpoint birth to 3)
Step 3	Experiment with different movements Experience our dance unit with Mr Osbourne. Introduce a variety of music from different cultural background Introduce a range of equipment to incorporate in our dance - ribbon wands, pom-poms etc.	• I can dance and sing (EAD: CM: 4 years) • I can move to music rhythmically (EAD: CM: 3 years 4 months) • I can repeat several movements in response to a song or music (EAD: CM: 3 years)
Step 4	Develop expression through dance Opportunities to talk about or describe the music they hear – loud, quiet or fast, slow Opportunities to self-select type of music to move to. Opportunities to develop different ways of moving their bodies and can follow an adult's lead.	• I am learning listen with increased attention to sounds. (EAD Checkpoint3 to 4) • Respond to what they have heard, expressing their thoughts and feelings. (EAD Checkpoint3 to 4) • I can make my own movements to a song I choose (EAD: BIE: 3 years 8 months) • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD Checkpoint 3 to 4)
Step 5	Put together a sequence of actions and movements (Remember and repeat 3 linked movements or create their own dance routine in line with the music)	• I can use movement and gesture to express myself creatively (EAD: BIE: 4 years 4 months) • I can create a dance independently (EAD: BIE: 4 years 8 months) • I can create cooperatively (EAD: BIE: 5 years)

ARTISTS
Create a 'masterpiece'
Art and Media
 Links to Physical Development and one handed tools

	Expectation/ Goal	Pupils' Progress
Step 1	Explore how marks can be made	•Start to make marks intentionally. EAD Checkpoints birth to 3 •Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. EAD Checkpoints birth to 3 •Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. EAD Checkpoints birth to 3
Step 2	Experiment with marks with increasing control	•Experiments with blocks, colours and marks. DM EAD MM 22-36 •Beginning to use representation to communicate, e.g. drawing a line and saying, "that's me". DM EAD BI 26-36 •Starting to develop preferences for forms of expression. DM EAD BI 30-50
Step 3	Use a range of materials and resources to create	•Explores colour and how colours can be changed. DM EAD MM 30-50 • Beginning to be interested in and describe the texture of things. DM EAD MM 30-50 • Use various construction materials. DM EAD MM 30-50
Step 4	Begin to make representations using shape and/ or combining materials	•Beginning to understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. DM EAD MM 30-50 •Use drawing to represent ideas. EAD Checkpoints 3 to 4 •Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. EAD Checkpoints 3 to 4 • Explore colour and colour mixing. EAD Checkpoints 3 to 4
Step 5	Create with intention, choosing colours, tools, media and techniques purposefully	•Manipulates materials to achieve a planned effect. DM EAD MM 40-60 •Constructs with a purpose in mind using a variety of resources. DM EAD MM 40-60 •Use simple tools and techniques, competently and appropriately. DM EAD MM 40-60

ARTISTS

Create a 'masterpiece'

Singing and Music

	Expectation/ Goal	Pupils' Progress
Step 1	Explore different ways to make sound <i>with</i> voice or instruments	• I join in singing favourite songs. DM EAD MM 22-36 • I am showing an interest in the way musical instruments sound. DM EAD MM 22-36 • I can create sounds by banging, shaking, tapping or blowing. DM EAD MM 22-36
Step 2	Join in with familiar songs Introduce our core songs and actions and a variety of actions for songs and rhymes at story time	• Sings a few favourite songs. DM EAD MM 30-50 • Listen with increased attention to sounds. (EAD Checkpoint3 to 4) • Respond to what they have heard, expressing their thoughts and feelings. (EAD Checkpoint3 to 4)
Step 3	Experiment with different sounds, both voice and a variety of instruments.	• Play instruments with increasing control to express their feelings and ideas. (EAD Checkpoint 3 to 4) • Sing in a group or on their own • Use their imagination as they consider what they can do with different instruments. .
Step 4	Learn some songs by rote.	• I can dance and sing (EAD: CM: 4 years) • I can remember and sing entire songs. (EAD Checkpoint3 to 4)
Step 5	Develop expression through singing and playing with sounds of instruments.	• Sing the pitch of a tone sung by another person ('pitch match'). (EAD Checkpoint 3 to 4) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EAD Checkpoint 3 to 4) • Create their own songs or improvise a song around one they know. (EAD Checkpoint 3 to 4)

GARDENERS
Grow a Plant
 (Practical experience/ investigation linked to Scientists)

	Expectation/ Goal	Pupils' Progress
Step 1	To use all their senses in hands on exploration of natural materials.	• I like to go outside (UW: TN: 1 year 4 months) • I show some understanding of my environment as I explore it (UW: TNW: 1 year 8 months) • I fill and empty containers (UW: TNW: 2 years)
Step 2	Explore collections of materials with similar and/or different properties To help with watering in the allotment	• I show interest in the natural world (UW: TNW: 2 years 4 months) • I look carefully at objects and notice detail in them (UW: TNW: 2 years 8 months) • I can select the right tool for a job and use it correctly (PD: FM: 3 years)
Step 3	To respect and care for the natural environment and living things To help in our garden - planting seeds and weeding (grow a sunflower, observe egg to butterfly cycle, chicks, ducks etc)	• I am starting to comment and ask questions about aspects of my familiar world such as the place where I live or the natural world DM UTW TW 30-50 • I can talk about some of the things that I have observed such as plants, animals, natural and found objects DM UTW TW 30-50 • I am starting to show concern for living things and the environment. DM UTW TW 30-50
Step 4	To understand the key features of the life cycle of a plant or animal and observe growth and changes over time (germinate bean seed to observe roots, observe egg to butterfly cycle, grow plant experiment to find the best conditions)	• I talk about animals and plants (UW: TNW: 3 years) • I observe changes in animals and plants (UW – TNW: 3 years 8 months) • I talk about change over time (UW: TNW: 4 years)
Step 5	Independently select, prepare and plant a seed or bulb for our garden, considering the best location and position for the specific plant e.g a flower for the pots or herb for our herb garden.	• I talk about the seasons (UW: TNW: 4 years 4 months) • I can select and use simple tools and techniques competently and appropriately (EAD: CM: 4 years 8 months)

CHEFS
Follow a recipe
(Practical experience)

	Expectation/ Goal	Pupils' Progress
Step 1	Explore texture	• I explore objects using my senses UW – TNW 4 months • I explore different materials to find out what they do EAD - CM 8 months • I enjoy messy play EAD - CM 12 months
Step 2	Experiment with malleable materials	• I explore different textures with my hands and feet EAD – CM 16 months • I can squeeze malleable materials in my hands PD – FM 20 months • I connect my movements to the marks I make PD – FM 24 months
Step 3	Combine different materials and mix pre measured materials	• I experiment with creating texture EAD – CM 28 months • I can pour with control PD – FM 32 months • I can select the right tool for a job and use it correctly PD – FM 36 months
Step 4	Measure ingredients out for a simple recipe with support	• I can operate simple equipment UW – T 40 months • I can count my actions M- N 44 months • I can follow instructions with pictures L – R 48 months
Step 5	Decide what to make and independently select and combine ingredients	• I can independently follow instructions in a sequence L – R 52 months • I can select and use simple tools and technique competently and appropriately EAD – CM 56 months • I know how to create my ideas EAD – BIE 60 months

BUILDERS AND ENGINEERS

Build a model or den

(Practical experience/ links to Literacy (3 Little Pigs), mathematics/shape, Physical Development and EAD (manipulating material and design))

	Expectation/ Goal	Pupils' Progress
Step 1	To explore building and construction materials in the environment	• I will try to stack 1 object on top of another (M: SSM: 1 year) • I am starting to show control in holding and using jugs to pour, hammer, books and mark-making tools. DM PD MH 22-36 • I am beginning to balance blocks to build a small tower. DM PD MH 22-36
Step 2	To develop motor skills in handling objects (Use the plastic tools and bench in outdoor area, tap a shape in classroom)	• I am beginning to develop hand/eye coordination (PD: FM: 2 years 4 months) • I can make snipping motions with scissors (PD: FM: 2 years 8 months) • I use various construction materials. DM EAD MM 30-50
Step 3	To learn how to handle simple tools safely to effect changes to objects and materials e.g. knife, scissors, hammer	• I am starting to handle tools, objects, construction and malleable materials safely and with increasing control. DM PD MH 40-60 • I can select the right tool for a job and use it correctly (PD: FM: 3 years) • I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. DM EAD MM 30-50
Step 4	To use resources that connect 2 materials together – stapler, tape, paperclips, split pins, treasury tags. To use an increasing range of tools safely	• I am beginning to join materials (EAD: CM: 3 years 4 months) • I try to fix things (UW: T: 3 years 8 months) • I know that equipment and tools have to be used safely (PD: HSC: 4 years)
Step 5	To choose or design a model den to make, including choosing the materials to be used. To shape materials with tools, and join materials together.	• I handle tools, objects construction and malleable materials with control (PD: HSC: 4 years 4 months) • I can construct with purpose in mind, using a variety of resources. DM EAD MM 40-60 • I can select tools and techniques needed to shape, assemble and join materials I am using DM EAD MM 40-60