

## F1 Curriculum Progression

### Communication and Language: Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Communication and Language: Listening, Attention and Understanding

ELG: 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 interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

Baseline	End of Term 1	Interim	End of Nursery
I can retain attention for a short period of time. I can join in with some words in songs or rhyme.	I enjoy listening to short stories and rhymes.  I can find it difficult to pay attention to more than one thing at a time.	I enjoy listening to longer stories and can remember much of what happens.  I can concentrate for slightly longer periods on self-chosen activities.	I am beginning to pay attention to more than one thing at a time.
I can understand and follow simple instructions such as "put on your coat" but may need further prompts from an adult.  I can respond to my own name.	I can understand and follow simple instructions such as "put on your coat"  I can respond to my own name and will change my activity when encouraged to by adults.	I can understand an instruction that has two parts, such as: "Get your coat and wait at the door".	I can respond to a string of requests one after another (not quickly)
I can understand and respond to more simple questions. e.g. 'where is your shoe?'	I can understand and ask simple questions.	I can understand 'why' questions e.g. "Why do you think the caterpillar got so fat?"	I can ask and respond to 'why' questions.
		I can start a conversation with an adult or friend.	I can start a conversation with an adult or a friend and continue it for many turns.

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## Communication and Language: Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.	I can use everyday words to talk about people I know.	I can use sentences of 3-4 words	I can use longer sentences of four to six words.
I can make requests using two words.	I can express my own needs such as toilet, thirsty, hungry.	I can express feelings, desires and needs.	I am able to express a point of view using words as well as actions.
			I may sometimes use irregular tenses e.g. runned for ran.
			I can link simple sentences.
I can use 50 or more single words. These will also become more recognisable to others.	I am beginning to remember and use new words.	I can remember and use new words. My vocabulary increases rapidly.	I am beginning to use a wider range of vocabulary.
	I can use words and gestures to explain what has happened.	I can use a few words to explain what happened.	I can explain what happened in simple sentences.
I can join in with familiar rhymes and songs.	I can sing a few familiar rhymes and songs.	I can talk about books I like. I know some rhymes and ask for my favourite.	I know many rhymes and can talk about many books.



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<p>I can develop pretend play e.g. putting the baby to sleep, driving the car to the shop.</p>	<p>I can play make believe games.</p>	<p>I am beginning to engage in imaginary role play sometimes building stories around toys and objects</p>	<p>I am beginning to engage in imaginary role play sometimes building stories around toys and objects.</p>
<p>I can pronounce one syllable words clearly and some multi syllabic (with some immature speech sounds)</p>	<p>I can pronounce some simple multisyllabic words e.g. 'banana', 'computer'.</p>	<p>I can pronounce a wider range of multi-syllabic words in my play.</p>	<p>I may have problems saying : Some sounds: -r, j, th, ch,sh -multi-syllabic words pterodactyl, planetarium or hippopotamus</p>

## F1 Curriculum Progression

### Personal, Social and Emotional Development: Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Personal, Social and Emotional Development: Self-Regulation

ELG: Shows 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 focussed 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can select and use resources with support.	I can select and use resources independently.	I can select and use activities and resources to achieve a goal I have chosen, or one which is suggested to me with adult support.	I can select and use activities and resources to achieve a goal I have chosen, or one which is given to me.
I can assert my own agenda strongly and may display frustration when having to comply with other's agendas.	I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult.	I can show 'effortful control' e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front with adult support.	I can show 'effortful control' e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
I can express positive feelings such as joy and affection and negative feelings such as anger, frustration and distress through actions, behaviours and a few words.	I am beginning to talk about my feelings such as happy and sad.	I can talk about my feelings such as happy and sad.	I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.



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I can safely explore emotions beyond my normal range through play and stories.	I am aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.	I can say if someone is happy or sad.	I am beginning to understand how others might be feeling.
I can understand and follow simple instructions such as "put on your coat" but may need further prompts from an adult.	I can understand and follow simple instructions such as "put on your coat"	I can understand an instruction that has two parts, such as: "Get your coat and wait at the door".	I can stop and listen when directed.  I can respond to a string of requests one after another (not quickly)

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## Personal, Social and Emotional Development: Managing Self

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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.

Baseline	End of Term 1	Interim	End of NURSERY
<p>I can separate from my main carer with support and encouragement from a familiar adult.</p> <p>I can explore new toys and environments but I check in regularly with familiar adults as and when needed.</p>	<p>I can seek comfort from familiar adults, when needed.</p> <p>I am beginning to talk to other children in the setting when playing.</p>	<p>I am becoming more confident in communicating and playing with the adults in my setting.</p> <p>I am confident to talk to other children in the setting when playing.</p>	<p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I am showing more confidence in social situations.</p>
<p>I can inhibit my own actions/behaviours when reminded by an adult e.g. stopping when asked.</p>	<p>I can begin to learn that some things are mine, some things are shared and some things belong to other people.</p> <p>I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</p> <p>I am aware that some actions can hurt or harm others.</p>	<p>I can respond to a few appropriate boundaries, with encouragement and support.</p> <p>I can develop appropriate ways of being assertive.</p> <p>I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.</p>	<p>I do not always need an adult to remind me of a rule.</p>
<p>I can use the toilet with support.</p>	<p>I can say when I need the toilet.</p>	<p>I am beginning to be independent in self-care, but still often needs adult support-toileting/hand washing</p>	<p>I can attend to toileting needs, most of the time, by myself.</p>
<p>I can find my own coat on my peg.</p>	<p>I can ask an adult to help with my coat.</p>	<p>I can unzip my coat.</p>	<p>I can put on my coat but I may need an adult to help to zip it up.</p> <p>I can talk about the effects of activity on my body.</p>

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## Personal, Social and Emotional Development: Building Relationships

ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

Baseline	End of Term 1	Interim	End of NURSERY
<p>I can show an interest in other children's play by watching.</p> <p>I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.</p>	<p>I am interested in others' play and start to join in.</p>	<p>I can play with 1 or 2 children engaging in the same activity.</p> <p>I seek out others to share experiences.</p> <p>I can ask a familiar adult for help.</p>	<p>I can play with one or more other children, extending and elaborating play ideas.</p> <p>I may form a special friendship with another child.</p> <p>I have formed positive relationships with familiar adults in my setting.</p>
<p>I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p>	<p>I am aware of the needs of other children.</p>	<p>I can begin to accept the needs of others when playing.</p>	<p>I can take turns and share resources sometimes with support from an adult.</p>
<p>I can show an adult what I want or need.</p>	<p>I can express what I want or need using words or gestures.</p>	<p>I can say what I want or need.</p>	<p>I can identify my own needs and find a solution to meet them with support from an adult.</p>

# F1 Curriculum Progression

## Physical Development: Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Physical Development- Gross Motor Skills

ELG: Gross Motor- 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can move my body to music when encouraged by an adult.	I can move spontaneously within available space.	I can respond and move to rhythm and music.	I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
I can walk and run confidently. I can jump with two feet together.	I can stand on one foot with support.	I am beginning to skip and hop.	I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
I can walk upstairs with my hand held.  I can fit myself into spaces like tunnels, dens and large boxes and move around in them.	I can go up steps and stairs or climb up apparatus using two feet at a time.  I can climb onto small play equipment.	I can go up steps and stairs or climb up apparatus using alternate feet.  I can match my developing physical skills to tasks and activities in the setting. For example, deciding whether to crawl, walk or run across a plank, depending on its length and width.	I can travel around, under, over and through balancing and climbing equipment.
I can sit up from laying down.	I can squat to pick up toys. I can carry large toys.	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use my core muscle strength to sit at a table or on the floor for short periods of time.
I can use my feet to scoot along on a trike.  I enjoy starting to kick, throw and catch balls.	I can begin to pedal a tricycle.  I can kick or throw a ball roughly in the required direction.	I am developing more control when riding on a bike or scooter.  Receives a ball stopping it consistently.	I am continuing to develop my movement, balancing, riding (scooters and bikes) and ball skills.



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<b>Physical Development- Fine Motor Skills</b>			
Fine Motor- 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, paintbrushes, and cutlery, begin to show accuracy and care when drawing.			
<b>Baseline</b>	<b>End of Term 1</b>	<b>Interim</b>	<b>End of NURSERY</b>
I am beginning to use a fist or fist grip when encouraged.	I can use a fist or fist grip.	I can use a four-finger grip. I am showing preference for a dominant hand.	I can use a comfortable grip with good control when holding pens and pencils.
I can build a tower of 7 plus blocks using preferred hand  I can insert square, circular and triangular shapes in a jigsaw.	I can use tools with a preferred hand.	I can make simple models using construction toys.	I can use one handed tools and equipment.
I can hold scissors often with both hands, learning to open and close the blades	I can open and close the blades on scissors using one hand.	I can make small snips with scissors when an adult holds the paper.	I can make small snips with scissors when holding the paper myself.
I am exploring mark making using a range of tools.	I am developing manipulation and control when using mark making tools.	I can colour in pictures trying to keep in the lines.	I can draw with increasing control.

# F1 Curriculum Progression

## Literacy: Programme of Study

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Literacy- Comprehension

ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories, use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Baseline	End of Term 1	Interim	End of NURSERY
I am interested in books and rhymes.  I can handle books and printed material with interest.	I enjoy sharing books with an adult.  I can hold a book and turn the pages.	I can show a preference for a book or a song or a rhyme.  I can hold a book, turn the pages and indicate an understanding of pictures and print.	I can talk about the stories that are read to me.
I enjoy listening to stories.	I can develop play around favourite stories using props with an adult.	I can develop play around favourite stories using props with my friends.	I can tell a story to friends.
I enjoy songs and rhymes and may begin to join in with some.	I can repeat songs, rhymes, stories.	I can fill in missing words from well-known rhymes.	I can listen to stories to begin to build up my understanding and enjoyment.
I can repeat new vocabulary from stories I have listened to.	I can use new vocabulary from stories I have listened to in my play.	I can ask questions about a book and make comments and share my own ideas.	I can engage in extended conversations about stories, learning new vocabulary.
I enjoy taking part in whole class story times.	I can repeat familiar phrases when listening to stories.	I can predict the ending of a sentence in a familiar story.	I can make suggestions about what might happen next in a familiar story.

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## Literacy- Word Reading

ELG: 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 phonics knowledge, including some common exception words.

Baseline	End of Term 1	Interim	End of NURSERY
I recognise familiar logos.	I know that print has meaning.	I can discriminate between text and pictures in a book.	I know that we read English texts from left to right, top to bottom.
	I recognise the first letter of my name.	Finds letters from their name that have been written in a book.	I am developing my phonetical awareness so that I can: <ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> <li>• Count or clap syllables</li> <li>• Recognise words with the same initial sound.</li> </ul>

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## Literacy- Writing

ELG: Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others.

Baseline	End of Term 1	Interim	End of NURSERY
I enjoy mark making freely.	I can control the marks on the page.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Use some of their print and letter knowledge in their early writing and ascribing meaning to marks.
I can randomly scribble on the page, sometimes with both hands.  I enjoy exploring mark making tools and materials.	I can use a range of tools to make marks and show an interest in my own marks and others marks.	I can distinguish between the different marks I make.  I can make marks on my picture to stand for my name.	I can write some letters accurately.  I can write some letters from my name.

# F1 Curriculum Progression

## Mathematics: Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## Mathematics- Number

ELG: Number- Have a deep understanding of number to 10, including the compositions of each number, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Baseline	End of Term 1	Interim	End of NURSERY
I can recognise 1 object, without having to count it individually ('subitising').	I can recognise up to 2 objects, without having to count them individually ('subitising').	I can recognise up to 3 objects, without having to count them individually ('subitising').	I am developing fast recognition of up to 3 objects, without having to count them individually.
I enjoy joining in with number rhymes	I am beginning to show an awareness of how to count 1-1, e.g. touching objects and saying number names, not always accurate	I am beginning to count objects and actions to 3.	I am beginning to count objects and actions to 5.  I can say one number for each item in order when touch counting.
I can show 'finger numbers' up to 2.	I can show 'finger numbers' up to 3.	I can show 'finger numbers' up to 5.	Shows 5 on their fingers in different ways.
		I can show understanding of conservation.	I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
I can bring some objects when asked.	I can bring one or two objects when an adult requests.	I can bring two or three objects when an adult requests.	I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 3.

## F1 Curriculum Progression

### Mathematics- Numerical Patterns

ELG: Numerical Patterns- Verbally count beyond 20, recognising the patterns 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can say some counting words randomly in my play.	I can recite some number names not always in sequence.	I can recite some number names in sequence.	I can recite numbers to 5 in sequence.
	I am beginning to show an interest in numerals in the environment.	I can recognise some numbers to 3.	I can recognise and order numbers to 3.
I can begin to use language of comparison such as 'lots', 'more', 'all gone'	I can use number language accurately in play, such as more, lots.	I can show an understanding of simple comparisons like 'more', 'fewer'	I can use the language of more and fewer to compare quantities.  I can understand the one more than, one less than relationship between consecutive numbers to 3.

# F1 Curriculum Progression

## Mathematics- Shape, Space and Measure

Not assessed as an ELG as part of EYFSP

Baseline	End of Term 1	Interim	End of NURSERY
I can get to know and enjoy daily routines eg story time, snack time	I can begin to describe a sequence of events real of fictional using words such as 'first', 'then' etc.	I can show some understanding of 'now' and 'next'.  I can ask questions about the routine and what is happening next.	I can talk about the routine of the day using language such as 'before' and 'after'  I can begin to use the language of time e.g. morning, afternoon, night.
I can recognise big things and small things in meaningful contexts.	I can talk about size, weight, length and capacity using gestures and language.	I can make comparisons between objects relating to size, weight, length and capacity.	I can use some comparative language like 'taller', 'shorter', 'heavier', 'lighter' 'the same', 'more', 'less' to discuss size, weight, length and capacity.
I can start to fit shapes into board puzzles or shape sorters.	I can use small world play to experiment with size and shape.	I can see some shapes in pictures and can start to make pictures using shapes.  I can combine shapes to make new ones e.g., in den building, construction area.	I can talk about and explore 2D shapes using informal mathematical language.
I can climb and try squeezing myself into different types of spaces.	I understand position through words and gestures eg "The bag is under the table".	I can explain where something is using words like 'in front of', 'behind'.	I can understand position through words alone, e.g. the bag is under the table (with no pointing).
I can talk about and identify the patterns around me. E.g., stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	I can notice patterns and arrange things in patterns.	I can extend an ABAB patterns –stick, leaf, stick, leaf.	I can extend and create ABAB patterns.  I can notice and correct an error in a repeating pattern.

# F1 Curriculum Progression

## Understanding the World: Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Understanding the World- Past and Present

ELG- Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

Baseline	End of Term 1	Interim	End of NURSERY
I am interested in photographs of myself, other familiar people and objects.	I can talk about something I have done today.  I can say how old I am.	I can remember and talk about significant events in my own experience.  I show interest in the lives of people who are familiar to me.  I can show an interest in different occupations.	I am beginning to make sense of my own life story.
			I can listen to stories which include figures from the past.
			I can talk about people who are familiar to me.



## F1 Curriculum Progression

### Understanding the World- People, Cultures and Communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Baseline	End of Term 1	Interim	End of NURSERY
I know who lives in my home.	I can recognise my own immediate family and relations..	I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	I enjoy joining in with a range of family customs and routine  I make connections between features of my family and other families.
I can name some important people to me.	I am beginning to notice differences in people.	I continue to develop positive attitudes about the differences in the people around me.	I can see my new friends have similarities and differences that connect them to, and distinguish them from, others.
I enjoy listening to stories set in different places.	I can talk about my home e.g. house/flat, garden/no garden and what it is near to.	I can talk about places I have been or places I have seen in photos.	I can talk about places I have visited.  I show an interest in maps in my play.

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### Understanding the World- The Natural World

ELG: 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, drawings 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can observe what others around me do.	I can talk about what I see.	I can talk about what I see using a developing vocabulary.	I can talk about what I see using a wide vocabulary.
	I can explore and respond to different phenomena in their setting.	I am interested in and can talk about the change in weather.	I can identify different types of weather.
I can explore natural materials inside and outside.	I can explore materials with similar and/or different properties.	I can use all my senses in hands-on exploration of natural materials.  I can explore how things work.	I can explore collections of materials with similar/different properties.  I can talk about the differences between materials and changes I notice.
I may stand back and observe what animals do.	I show an interest in plants and animals.	I am interested in plants and animals and am beginning to understand that we need to take care of them.  I can plant seeds and care for growing plants.	I enjoy looking at how animals and plants change.
I can explore my new environment with interest.	I enjoy playing with small world reconstructions.	I can notice features of objects in the environment.	I can talk about my immediate environment.

# F1 Curriculum Progression

## Expressive Arts and Design: Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## Expressive Arts and Design- Creating with Materials

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.

	End of Term 1	Interim	End of NURSERY
<p>I can explore different materials and 'have a go'</p> <p>I can manipulate and play with different materials.</p>	<p>I am beginning to use a variety of construction materials.</p> <p>I can show interest in and describe the texture of things.</p> <p>I am beginning to explore a range of materials to create with.</p>	<p>I can join construction pieces together to build and balance.</p> <p>I can make simple models which express my ideas.</p> <p>I am beginning to use a range of materials to express my ideas.</p>	<p>I can explore materials freely, in order to develop ideas about how to use them and what to make.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p>
<p>I can explore paint using fingers and brushes.</p>	<p>I can explore paint using brushes and other tools.</p>	<p>I enjoy using a wide range of colours when painting.</p>	<p>I can explore colour and colour-mixing.</p>
<p>I am beginning to explore mark making.</p>	<p>I enjoy mark making using a variety of tools.</p>	<p>I can express my ideas and feelings through making marks, and sometimes give meaning to the marks I make.</p> <p>I am beginning to form lines and circles.</p>	<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>
<p>I am starting to develop pretend play pretending that one object represents another.</p>	<p>I enjoy taking part in imaginative play.</p>	<p>I can make simple small words with blocks and construction kits and use these in imaginative play.</p>	<p>I can make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park.</p>

## F1 Curriculum Progression

### Expressive Arts and Design- Being Imaginative and Expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

Baseline	End of Term 1	Interim	End of NURSERY
I can explore my voice and enjoy making different sounds	I am beginning to join in with songs and rhymes, making some sounds.	I can join in singing favourite songs and rhymes.	I can remember and sing a few familiar songs.  I am beginning to sing the melodic shape of familiar songs.
I am beginning to move and dance to music	I enjoy moving and dancing to music.	I enjoy joining in with dancing and ring games.	I can move in time to a modelled rhythm.  I am beginning to engage in dance.
I am showing an interest in sound-makers and instruments.	I can explore a range of sound makers and instruments.	I can explore a range of sound makers and instruments and play them in different ways.	I can use instruments to make different sounds.
I enjoy listening to different types of music.	I enjoy listening to a wide variety of music.	I am beginning to listen with increased attention to sounds/music.	I can say if I like or dislike what I have heard.
I am starting to develop pretend play, pretending that one object represents another e.g. holding a wooden block to ear and pretending it's a phone.	I can take part in simple pretend play, using an object to represent something else even though they are not similar.	I am beginning to develop simple stories using small world equipment.	I can begin to develop complex stories using small world equipment.