



	BASELINE	Christmas - CHECKPOINT		Easter – CHECKPOINT		Summer – CHECKPINT 3
Area		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Regulation  Leave carers with a growing confidence as they begin to settle into school life.  Expresses feelings of happy and sad.  Settled at an activity of their choice  Accesses different areas of the provision with a growing confidence.  Managing Self  Begin to engage purposefully with resources.  Starst to eat independently.  Begins to listen and respond to some routine instructions  Building Relationships  Seeks company of an adult when needed.  Begin to play with the help of an adult or independently  Tolerates others playing beside them, with the same toys.  Uses parallel play and seeks to be near others.  Jigsaw – Being me in my world  Learning intentions  I understand how it feels to belong and that we are similar and different.  I understand how feeling happy and sad can be expressed.  I can work together and consider other people's feelings.  I can use gentle hands and understand that it is good to be kind to people.  I am starting to understand children's rights and this means we should all be allowed to learn and play.  I am learning what being responsible means.	Self-Regulation  Uses some skills of self-regulation e.g. going to a familiar adult for comfort or to express their own needs.  Begins to tolerate sharing and allowing others to have a turn of a toy  Managing Self  Eats independently and learning how to use a spoon and fork.  Begin to be increasingly independent in meeting their own care needs, e.g. pulling their own clothes down and using the toilet, washing and drying their hands thoroughly, putting their coat on their peg.  Begins to follow the daily routines with less adult support e.g. puts their own coat and bag away.  Begins to tidy up after themselves with less adult support.  Building Relationships  Begin to develop friendships with other children.  Seeks to play with other children.  Jigsaw - Celebrating Difference Learning intentions:  I know how it feels to be proud of something I am good at.  I can tell you one way I am special and unique.  I know that all families are different.  Know there are lots of different homes.  I can use my words to stand up for myself.	Self-Regulation  Beginning to bounce back after facing a disappointment.  Managing Self  Enjoys responsibilities e.g.helping to tidy up, give the snack out, complete a job from the teacher  Discuss sensible choices  Negotiate indoor and outdoor space safely to avoid falling over.  Building Relationships  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.  May begin to form a special friendship with at least one other child.  Keeps play going, responding appropriately to what others are doing.  Jigsaw - Dreams and Goals Learning intentions:  I understand what a challenge means.  I can keep trying until I can do something.  I can set a goal and work towards it.  I know some kind words which can encourage people.  I can start to think about the jobs I might like to do when I'm older.  I can feel proud when I achieve a goal.	Self-Regulation  Talk about their feelings using words like 'happy', 'sad', 'angny' or 'worried'.  Expresses how they feel when somebody upsets them.  Calms self and bounces back when somebody apologises.  Managing Self  Be increasingly able to talk about and manage their emotions – "I want my mummy" and say why they feel this way Enjoys responsibilities e.g. helping to tidy up, give the snack out, complete a job from the teacher  Discuss sensible choices.  Work on short activities independently, e.g. a challenge.  Building Relationships  Begin to understand how others might be feeling He's crying, he's sad'. 'He's laughing, he's happy'.  Shows confidence in asking adults for help  Help a friend to follow the classroom rules.  Plays with one or more other children making some attempts to strike up or join in with a conversation.  Jigsaw – Healthy Me Learning intentions:  I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.  I can tell you some of the things I need to do to be healthy.  I know what the word 'healthy' means and that some foods are healthier than others.  I know how to help myself go to sleep and that sleep is good for me.  I can wash my hands and know it is important to do this before I eat and after I go to the toilet.  I know whom y safe adults are and how to stay safe if they are not close by me.	Self-Regulation	Self-Regulation Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Finds solutions to quarrels and rivalries  Managing Self To learn how to be assertive whilst following the rules. E.g. 'It's your turn next, you can't snatch'.  Building Relationships Show empathy in simple ways, e.g. finding an adult for a child who is hurt.  Jigsaw – Changing me Learning intentions: I can name parts of my body and show respect for myself. I can tell you some things I can do and some food I can eat to be healthy. I understand that we all start as babies and grow into children and then adults. I know that I grow and change I can talk about how I feel moving to School from Nursery. I can remember some fun things about Nursery this year.





Communication and Language	<ul> <li>Listening, attention and understanding: <ul> <li>Follow one instruction</li> <li>Joining in with action songs.</li> <li>Beginning to join in with some simple routines using visual cues as prompts to help e.g. 'everyone line-up by the toilets, it's time for dinner'.</li> <li>Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.</li> <li>Listens to shorter stories maintaining short attention span.</li> <li>Begins to understand some simple questions about 'who', 'what'</li> <li>Understands a 4-word sentence</li> </ul> </li> <li>Speaking <ul> <li>Responds to others using gestures, sometimes with limited talk.</li> <li>Uses simple sentences of three to four words e.g. "Mummy gunna work".</li> </ul> </li> </ul>	Listening, attention and understanding:  Enjoys listening to stories, starting to show more focus.  Join in when singing songs and rhymes.  Understands a variety of questions e.g. where, what and who  Understands 'behind' and 'in front' when discussing position.  Begins to understand the negative form; 'can't, isn't, don't'  Speaking  Develop new vocabulary focused on objects and people who are important  Adults can understand most of what the child is saying.  Starts a conversation with adults and friends.	Listening, attention and understanding:  Join in at group time waiting their turn to talk  Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  Begins to understand and use more verbs in speech e.g. playing, ate, read, danced jumped.  Begins to talk about familiar books.  Uses a variety of questions e.g. where, what and who  Speaking  Develops new vocabulary.  Begins to use talk to organise their play.	Maintain focus in an activity of their own choice for 5 minutes     Enjoys listening to longer stories and can talk about some events which happen in them.     Follows instructions consisting of fourword sentences e.g. Make Batman 'jump on the table'.     Pay attention to more than one thing at a time, which can be difficult.     Know many rhymes     Talk about familiar books  Speaking     Uses a wide range of verbs to describe events in their own lives of within stories e.g. played, walked, ate, read, jumped, ran, danced.     Uses talk to communicate emotions     Develops new vocabulary.     Can retell some events from their favourite familiar stories.     Begin to speak in the past tense.     Uses longer sentences of four to six words when talking	Listening, attention and understanding:  Understand 'how' questions, like: "how do you think the caterpillar got so fat?  Focuses on a chosen activity for at least ten minutes  Follows instructions consisting of fourword sentences e.g. Make Batman 'jump on the table'.  Understands the meaning of 'when' e.g. 'when do we have a bath?'  Sings a large repertoire of songs.  Speaking  Uses talk to organise play e.g. "Let's go on a busyou sit there I'll be the driver"  Retells some key events from a familiar story.  Develops new vocabulary.  Develops new vocabulary.  Develop their pronunciation but may have problems saying:  some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'  Beginning to use more complex sentences to link thoughts (e.g. using and, because)	<ul> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Able to tell a long story.</li> <li>Understands opposites eg. wet and dry, warm and cold.</li> <li>Understands and uses pronouns e.g. his and her</li> <li>Understands 'they and their'</li> <li>Understands 'either' and "or'</li> </ul> Speaking <ul> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use sentences</li> <li>that include "because", "or", "and".</li> <li>Enjoys sharing news with their friends and speaking in front of a familiar group.</li> <li>Can speak in the past tense.</li> <li>Develops new vocabulary.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
PD	Fine Motor  • Explores some mark-making tools.	Fine Motor  Uses mark making tools e.g. pencils, paint brushes.	Fine Motor  Build own Duplo and block models.  Begins to use manual scissors to cut and	Fine Motor  Use a comfortable grip with good control when holding pens and pencil (tripod	Fine Motor  Cut a shape or along a line using manual scissors.	Fine Motor  Consistently and independently use the tripod grip
Lit	Uses pincer movements to pick up small objects.  Takes off their own coat.  Begins to show preference for dominant hand.  Gross Motor  Jump and land on two feet Run on whole feet.  Comprehension	<ul> <li>Can use self-open scissors to snip and cut.</li> <li>Manipulates playdough by using hands to roll, pinch, squeeze and press to shape it</li> <li>Puts on their own coat.</li> <li>Uses a fork to eat independently.</li> </ul> Gross Motor <ul> <li>Go up steps and stairs, using alternate feet for each step.</li> <li>Start to develop their movements balancing and riding skills (scooters, trikes and bikes).</li> <li>Uses playground climbing equipment appropriately and safely.</li> <li>Jump consecutively – in a row</li> </ul> Uses the toilet independently. Comprehension	<ul> <li>Begins to use manual scissors to cut and snip.</li> <li>Show a preference for a dominant hand.</li> <li>Takes off own shoes and socks.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Moving larger equipment safely with two hands.</li> <li>Explores balls and small sports equipment.</li> <li>Balances on nursery equipment wooden planks, tyres, crates)</li> <li>Begins to use pedals to ride a trike.</li> <li>Brush teeth (supervised)</li> </ul>	grip).  Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough  Uses an increasing range of one-handed tools and equipment.  Attempts to fasten their own coat.  Takes off and puts on own jumper.  Gross Motor  Beginning to skip and hop (with support if needed).  Continue to develop their movement, balancing and riding skills (scooters, bikes and trikes).  Start taking part in some group activities which they make up for themselves, or in teams  Rolls and kick a ball.  Wash and dry hands independently.  Recognise some healthy choices.	Puts on own shoes and socks.  Uses a knife and fork to eat independently (support may sometimes be needed with cutting).  Gross Motor  Choose the right resources to carry out their own plan.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks  Increasingly able to use patterns of movements which are related to music and rhythm.  Walking on tip toes.  Throws a ball.  Uses pedals to ride a trike.	<ul> <li>Use a range of one-handed tools and equipment.</li> <li>Uses scissors correctly.</li> <li>Fastens their own coat.</li> <li>Be increasingly independent as they get dressed and undressed.</li> </ul> Gross Motor <ul> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li>Catches a large ball with two hands from a short distance.</li> </ul> Be increasingly independent in meeting their own care needs <ul> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> Comprehension



Matching and sorting

## EYFS Curriculum Checkpoints Nursery Last reviewed February 2025



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	<ul> <li>Repeat words and phrases from familiar stories/rhymes.</li> <li>Can identify parts within an illustration e.g. Can you find the flower?</li> <li>Reading         <ul> <li>Notice some print or symbols such as the picture on their tray, their age number, or a familiar logo.</li> <li>Looks at some books independently.</li> <li>Enjoys looking at the illustrations in books.</li> <li>Names pictures and talks about some of the things they see in illustrations</li> <li>Explores instrumental and environmental sounds.</li> <li>Discriminates between sounds in the environment e.g. rain, animal sounds, footsteps etc</li> <li>Body percussion – can use their body parts to make sounds using body percussion.</li> <li>Can recognise the sounds made using body percussion.</li> </ul> </li> <li>Writing         <ul> <li>Explores ways of making marks within the environment</li> </ul> </li> </ul>	<ul> <li>Listen to a story and comment on some of the events.</li> <li>Reading <ul> <li>In phonics, joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Knows some familiar songs and rhymes,</li> <li>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>Holds a book carefully, turning pages from front to back.</li> <li>Recognises and discriminates between different instrumental and environmental sounds.</li> <li>Voice sounds – hears and copies different types of sounds by changing their voice.</li> <li>Hears initial sounds s a t p i n</li> <li>Begins to orally blend CVC words.</li> </ul> </li> <li>Writing <ul> <li>Enjoy drawing freely.</li> </ul> </li> </ul>	<ul> <li>Begins to learn a short story or poem by heart.</li> <li>Name the characters from a familiar story.</li> <li>Can answer some questions about a familiar story e.g. Who, what</li> <li>Begins to sequence a familiar story.</li> <li>Reading <ul> <li>Claps out syllables in words</li> <li>Hears initial sounds m d g o c k e</li> <li>Practices oral blending CVC words.</li> <li>Recognises their name by sight.</li> </ul> </li> <li>Writing <ul> <li>Make marks on their picture to stand for their name.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."  "That's mummy's handbag"</li> <li>Begins to copy letter from their name.</li> <li>Explores creating different types of lines e.g. straight, zigzag, bumpy, wavy, vertical, horizontal</li> </ul> </li> </ul>	<ul> <li>Has conversations about stories and learns new vocabulary</li> <li>Listen to a story and comment on the events.</li> <li>Reading         <ul> <li>Begins to understand that print carriers meaning.</li> <li>Develop their phonological awareness, so that they can begin to spot and suggest rhymes</li> <li>Begins to recognise a rhyming pair.</li> </ul> </li> <li>Knows that stories have beginnings and endings and sometimes guess how the story will end</li> <li>Hears initial sounds u r h b f l j</li> <li>Can orally blend CVC words.</li> <li>Begins to segment CVC words</li> </ul> <li>Writing         <ul> <li>Begins to write their name independently forming some letters correctly.</li> <li>Begins to write some letters independently.</li> </ul> </li>	Sequences a familiar story     To understand that different words and print have different purposes  Reading     May remember some letter patterns in familiar print by sight 'Miss, this says mum'     Knows that stories have beginnings and endings and sometimes guess how the story will end.     Hears initial sounds v w y z qu ch  Writing     Attempts to write their name independently forming some letters correctly.     Shows intention within their drawings makes marks and gives them different purposes, which can be identifiable	<ul> <li>Engages in extended conversations about stories.</li> <li>Reading <ul> <li>Able to say lots of words that rhyme with a word like 'cat'</li> <li>Recognise a rhyming pair.</li> <li>Begins to recognise that we read English text from left to right and from top to bottom</li> <li>Uses their voice to make different pure sounds of the alphabet, most of which are made correctly.</li> <li>Hears initial sounds ck x ch ng nk</li> <li>Can orally segment CVC words.</li> </ul> </li> <li>Writing <ul> <li>May remember some letter patterns 'Miss, this says mum'</li> <li>Writes their first name independently.</li> <li>Writes some letters accurately</li> <li>Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</li> </ul> </li> </ul>
Math	Counting:  • I can say some counting words	Counting:  • I can use counting as part of my	Counting  • I can count up to 5 objects	Counting  • I can count up to 6 objects	Comparing  • I can compare quantities using	Counting  • I can understand the composition of numbers up to
	I can say some counting words     I join in with some simple number songs     I can count by rote to 5.  Cardinality:     I can recognise my age number  Spatial awareness     I can begin to remember their way around familiar environments     I enjoy filling and emptying containers and exploring spaces  Shape     I choose puzzle pieces and tries to fit them in     I can notice and recognises shape in their environment and explores e.g building with shapes.	<ul> <li>I can use counting as part of my everyday play and may show fascination with large numbers</li> <li>I can recognise that anything can be counted</li> <li>I can count up to 10 verbally.</li> <li>I can say one number for each item in order: 1,2.</li> <li>I can count out 2 objects.</li> <li>I can recognise numerals 1 and 2.</li> <li>I can match 1 and 2 to the correct amount.</li> <li>I can recognise 2 number bond.</li> </ul> Cardinality <ul> <li>I can show finger numbers up to 2.</li> </ul> Subitising <ul> <li>I have fast recognition of up to 2 objects, without having to count them</li> </ul>	I can recognise numerals up to 5. I can begin to understand the composition of 3, 4 and 5. I am beginning to count beyond 10 by rote.  Cardinality 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 show finger numbers up to 5.  Subitising I am able to subitise, look at a group of objects up to 3 and know how many there are I can predict/move/rotate objects to fit the	<ul> <li>I can count up to 6 objects</li> <li>I can recognise numerals to 6</li> <li>I can arrange 6 objects on a tens frame.</li> </ul> Cardinality <ul> <li>I can begin to notice numerals in my environment</li> </ul> Subitising <ul> <li>I can subitise up to 5 with a dice pattern and on a fives frame.</li> </ul> Measures <ul> <li>I can compare the height of two objects and use the words tall and short correctly.</li> <li>I can compare the length of two objects and use the words long and short correctly.</li> <li>I can explore mass using the balance scales and use the words heavier and lighter correctly.</li> <li>I can explore capacity and use the words full/nearly full and empty/nearly empty</li> </ul>	<ul> <li>I can compare quantities using language more than, fewer than</li> <li>Spatial awareness         <ul> <li>I can understand and use positional language in/on/under/out/in front/behind.</li> </ul> </li> <li>Shape         <ul> <li>I can name a circle and talk about some properties.</li> <li>I can name a triangle and talk about some properties.</li> <li>I can name a rectangle (and square) and talk about some properties.</li> <li>I can identify cubes and cuboids and begin to talk about some properties.</li> <li>I can identify cylinders and begin to talk about some properties.</li> <li>I can identify spheres and begin to talk about some properties.</li> <li>I enjoy partitioning and combing shapes to make new shapes eg. An arch, a bigger triangle</li> </ul> </li> </ul>	<ul> <li>Cardinality         <ul> <li>I can recognise some pairs of number that make up 3, 4 and 5.</li> <li>I can count along a number track and say what comes before and after.</li> <li>I can sequence number on a number track up to 5.</li> <li>I can identify a missing number on a number track by jumping forwards and backwards.</li> <li>I can sequence counting cards up to 5.</li> <li>I can match number to quality up to 5.</li> <li>I can solve real-world mathematical problems with numbers up to 5</li> </ul> </li> <li>Spatial awareness         <ul> <li>I can describe a familiar route. Discuss routes and locations, using words like in front of and behind.</li> </ul> </li> </ul>

repeating patterns





<ul> <li>I can match buttons.</li> <li>I can match shoes</li> <li>I can recognise and create matching towers.</li> <li>I can match the same size.</li> <li>I can match prints</li> <li>I can sort by size.</li> <li>I can sort by colour.</li> <li>I can sort by shape.</li> <li>I can talk about how objects have been sorted.</li> </ul>	I can make simple constructions e.g builds a house/familiar object out of shapes  Pattern  I can talk about and identifies patterns in the environment e.g. a stripy t-shirt, a spotty bag  I can describe and continue an AB/ABC colour pattern.  I can describe and continue an AB/ABC pattern with natural materials.  I can describe and continue an AB movement pattern.  I can fix a mistake in an AB pattern.  Measures  I am beginning to understand some talk of immediate past and future	I can recognise that a triangle has 3 sides, a rectangle/square have 4 sides and a pentagon has 5 sides  I can select shapes appropriately  Pattern  I am interested in using the pattern of everyday routines  I can begin to describe a sequence of events using first, then etc  Measures  I can recall a sequence of events in stories		I can sequence pictures from a nursery rhyme.     I can sequence pictures from their daily routine.     I can sequence pictures from a familiar story.	
People, Culture and Communities.  People, Culture and Communities.  Talk about who lives in my house. Talks about self/interests/appearance Begin to make connections between the features of their family and other families.  The Natural World Explore their environment e.g. water, sand, sensory toys, nature. Explore the autumn season	Talks about family roles-what do individuals do at home.  People, Culture and Communities.  Joins in with routines, like going shopping, and times that are special to them and their family like birthdays  Begin to notice the differences between people and can begin to talk about how people look different.  The Natural World  Uses all of their senses to explore natural materials.	Past and Present  Begins to talk about their own recent history e.g. 'I went to the park with my mum', 'We had McDonald's for tea', I went to grandmas house'.  People, Culture and Communities.  Shows an interest in different occupations  The Natural World  Explore the winter season	Past and Present  Talks about places that are special to them and their family and friends, like "We went to the Trafford centre.  People, Culture and Communities.  Begin to know that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families.  The Natural World  Talk about what they see using a wide vocabulary.  Plant seeds and care for growing plants.  Comments and observes growth and change in plants and animals  Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently  Begin to understand the key features of the life cycle of a plant and an animal.  Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed, ice melting, how a plant grows.  Explore the spring season	Past and Present  Talks about their own recent history e.g. 'I went to the park with my mum', 'We had McDonald's for tea', I went to grandmas house'.  People, Culture and Communities.  Continue developing positive attitudes about the differences between people.  The Natural World  Explores and talks about floating and sinking, magnetic and not magnetic  Uses all of their senses of smell to explore difference: smelling chocolate, toast, herbs, flowers etc  Explore collections of materials with similar and/different properties.  Begin to talk about the differences between materials and changes they notice.  Explore how things work.  Explore and talk about different forces they feel.	Begin to make sense of their own history which didn't happen recently e.g. a long tine ago, when I was a baby", I went on a holiday  People, Culture and Communities.     Knows that there are different places in the community and can talk about the different places they have experienced or seen.  The Natural World      Begin to understand the need to respect and care for the natural environment and all living things.     Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.     Explore the summer season.





	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
To join materials using chunky glue sticks.  Begin to collage materials to a flat surface.  Explores using colour when they make marks.  Explores painting with ready-made paints with thick brushes and outside with water and large brushes.  Explore print painting using hands and feet.  Explores playdough with hands.  Being Expressive and Imaginative  Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.  Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	<ul> <li>To join materials using PVA glue and brushes.</li> <li>Manipulates playdough by using hands to roll, pinch, squeeze and press to shape it</li> <li>Explores printing with objects and sponges (larger).</li> <li>Explores paint with fingers.</li> <li>Explores using a variety of mark making media – pencils, pens, chalk, pastels</li> <li>Explore and create artwork in the style of Damian Hurst.</li> </ul> Being Expressive and Imaginative <ul> <li>Enjoys playing with small world equipment.</li> <li>Explores blocks and construction kits.</li> <li>Listen with increased attention to sounds.</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Begin to remember and sing songs.</li> </ul>	<ul> <li>Explore different textures.</li> <li>Create closed shapes with continuous lives, and begin to use these shapes to represent objects.</li> <li>Explores paint with thinner brushes.</li> <li>Explores materials by tearing, scrunching and rolling them</li> </ul> Being Expressive and Imaginative <ul> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Plays instruments with increasing control to express feelings and ideas.</li> </ul>	<ul> <li>Draw with increasing complexity using detail such as a drawing a circle for a face and making marks for facial features.</li> <li>Explore colour and colour mixing.</li> <li>To join materials using PVA glue and spreaders.</li> <li>Begin use masking tape to stick materials together.</li> <li>Manipulates playdough using tool such as a rolling pin to roll the dough flat and a cutter to shape the flat dough.</li> <li>Explores paint with cotton buds.</li> <li>Prints using natural objects – eg fruit and vegetables</li> <li>Explores printing with objects and sponges (smaller).</li> <li>Explore and create artwork in the style of Alma Thomas.</li> <li>Begin to make 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Remember and sing whole songs.</li> <li>Sing the pitch of a tone sung by another person (pitch match)</li> <li>Remember and sing entire songs.</li> </ul>	Join different materials     Use drawing to represent ideas like movement or loud noises     Make simple 3d models which express their ideas     Use masking tape to stick materials together.     Use water colour paints to paint.  Being Expressive and Imaginative     Respond to what they have heard expressing their thoughts and feelings	<ul> <li>Show different emotions in their drawings and painting like happiness, sadness, fear ect.</li> <li>Develop own ideas and then decide which mate to use to express them</li> <li>Explore different materials freely, in order to detheir ideas about how to use them and what to make.</li> <li>If ideas don't work, they can choose something or change the way they do something</li> <li>Begin to choose a particular colours for a purpo</li> <li>Begin to use Sellotape to stick materials togethe</li> <li>Explore and create artwork in the style of Georg Seurat.</li> </ul> Being Expressive and Imaginative <ul> <li>Begin to develop complex stories using small we equipment like animal sets, dolls and dolls housetc.</li> <li>Make imaginative and complex 'small worlds' we blocks and construction kits, such as a city with different buildings and a park.</li> <li>Use their imaginations and consider what they do with different materials.</li> <li>Create their own songs or improvise a song aroone they know.</li> </ul>