Communication & Language

babies, toddlers, and young children will be learning to:

Birth to three -

Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

Use the speech sounds p, b, m, w.

Listen to other people’s talk with interest but can easily be distracted by other things.

Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.

Use gestures like waving and pointing to communicate.

Enjoy singing, music and toys that make sounds.

Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.

Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.

Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.

Use intonation, pitch and changing volume when ‘talking’.

Babble, using sounds like ‘baba’, ‘mamama’.

Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.

Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.

Start to develop conversation, often jumping from topic to topic.

Recognise and point to objects if asked about them.

Constantly babble and use single words during play.

Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).

Watch someone’s face as they talk.

Listen to simple stories and understand what is happening, with the help of the pictures.

Start to say how they are feeling, using words as well as actions.

Understand simple instructions like “give to nanny” or “stop”.

Copy your gestures and words.

Listen and respond to a simple instruction.

Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.

Pronounce:

- l/r/w/y - f/th - s/sh/ch/dz/j

- multi-syllabic words such as ‘banana’ and ‘computer’

Make themselves understood and can become frustrated when they can’t.

Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.

Reach or point to something they want while making sounds.

Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.

Recognise and are calmed by a familiar and friendly voice.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

3 & 4-year-olds will be learning to:

Communication & Language

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’.

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.

Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Start a conversation with an adult or a friend and continue it for many turns.

Use longer sentences of four to six words.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Sing a large repertoire of songs.

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

Use a wider range of vocabulary.

Pay attention to more than one thing at a time, which can be difficult.

Enjoy listening to longer stories and can remember much of what happens.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Children in reception will be learning to:

Communication & Language

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Engage in non-fiction books.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Use new vocabulary in different contexts.

Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen to and talk about stories to build familiarity and understanding.

Engage in story times.

Develop social phrases.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Describe events in some detail.

Connect one idea or action to another using a range of connectives.

Articulate their ideas and thoughts in well-formed sentences.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Learn new vocabulary.

Understand how to listen carefully and why listening is important.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

**ELG: Speaking**

Children at the expected level of development will:

* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
* Make comments about what they have heard and ask questions to clarify their understanding.
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

babies, toddlers, and young children will be learning to:

Birth to three -

Learn to use the toilet with help, and then independently.

Develop friendships with other children.

Safely explore emotions beyond their normal range through play and stories.

Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Be increasingly able to talk about and manage their emotions.

Begin 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.

Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

Feel strong enough to express a range of emotions.

Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.

Play with increasing confidence on their own and with other children because they know their key person is nearby and available.

Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.

Thrive as they develop self-assurance.

Find ways of managing transitions, for example from their parent to their key person.

Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

Engage with others through gestures, gaze and talk.

Express preferences and decisions. They also try new things and start establishing their autonomy.

Establish their sense of self.

Find ways to calm themselves, through being calmed and comforted by their key person.

Personal, Social & Emotional Development

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Personal, Social & Emotional Development

3 & 4-year-olds will be learning to:

Make healthy choices about food, drink, activity and toothbrushing.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.

Understand gradually how others might be feeling.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Talk with others to solve conflicts.

Develop appropriate ways of being assertive.

Remember rules without needing an adult to remind them.

Increasingly follow rules, understanding why they are important.

Play with one or more other children, extending and elaborating play ideas.

Show more confidence in new social situations.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Develop their sense of responsibility and membership of a community.

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.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Personal, Social & Emotional Development

Children in reception will be learning to:

Identify and moderate their own feelings socially and emotionally.

Show resilience and perseverance in the face of challenge.

Build constructive and respectful relationships.

See themselves as a valuable individual.

Express their feelings and consider the feelings of others.

Know and talk about the different factors that support their overall health and well-being:

* regular physical activity
* healthy eating
* toothbrushing
* sensible amounts of ‘screen time’
* having a good sleep routine
* being a safe pedestrian

Think about the perspective of others.

Manage their own needs.

* Personal hygiene

**ELG: Building Relationships**

Children at the expected level of development will:

* Work and play cooperatively and take turns with others.
* Form positive attachments to adults and friendships with peers.
* Show sensitivity to their own and to others’ needs.

**ELG: Managing Self**

Children at the expected level of development will:

* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
* Explain the reasons for rules, know right from wrong and try to behave accordingly.
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Self-Regulation**

Children at the expected level of development will:

* Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Physical Development

babies, toddlers, and young children will be learning to:

Birth to three -

Explore different materials and tools.

Develop manipulation and control.

Start eating independently and learning how to use a knife and fork.

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Sit on a push-along wheeled toy, use a scooter, or ride a tricycle.

Walk, run, jump and climb – and start to use the stairs independently.

Spin, roll and independently use ropes and swings (for example, tyre swings).

Build independently with a range of appropriate resources.

Enjoy starting to kick, throw and catch balls.

Begin to walk independently – choosing appropriate props to support at first.

Clap and stamp to music.

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

Reach out for objects as coordination develops.

Pull themselves upright and bouncing in preparation for walking.

Begin to crawl in different ways and directions.

Sit without support.

Enjoy moving when outdoors and inside.

Roll over: from front to back, then back to front.

Push their chest up with straight arms.

Lift their head while lying on their front.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

3 & 4-year-olds will be learning to:

Physical Development

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand.

Use a comfortable grip with good control when holding pens and pencils.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Start taking part in some group activities which they make up for themselves, or in teams.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Children in reception will be learning to:

Physical Development

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop their small motor skills so that they can use a range of tools competently, safely & confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Develop overall body strength, co-ordination, balance & agility needed to engage successfully with future physical education sessions & other physical disciplines including dance, gymnastics, sport & swimming.

Progress towards a more fluent style of moving, with developing control and grace.

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Develop the foundations of a handwriting style which is fast, accurate and efficient.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Develop overall body-strength, balance, co-ordination and agility.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Combine different movements with ease and fluency.

**ELG: Fine Motor Skills**

Children at the expected level of development will:

* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
* Use a range of small tools, including scissors, paint brushes and cutlery.
* Begin to show accuracy and care when drawing.

**ELG: Gross Motor Skills**

Children at the expected level of development will:

* Negotiate space and obstacles safely, with consideration for themselves and others.
* Demonstrate strength, balance and coordination when playing.
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy

babies, toddlers, and young children will be learning to:

Birth to three -

Make marks on their picture to stand for their name.

Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”

Enjoy drawing freely.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Ask questions about the book. Make comments and shares their own ideas.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Pay attention and respond to the pictures or the words.

Sing songs and say rhymes independently, for example, singing whilst playing.

Copy finger movements and other gestures.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Enjoy songs and rhymes, tuning in and paying attention.

Repeat words and phrases from familiar stories.

Say some of the words in songs and rhymes.

Develop play around favourite stories using props.

Enjoy sharing books with an adult.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

3 & 4-year-olds will be learning to:

Literacy

Write some or all of their name.

Write some letters accurately.

Engage in extended conversations about stories, learning new vocabulary.

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.

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.

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; writing ‘m’ for mummy.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Children in reception will be learning to:

Literacy

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Read a few common exception words matched to the school’s phonic programme.

Read some letter groups that each represent one sound and say sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read individual letters by saying the sounds for them.

**ELG: Writing**

Children at the expected level of development will:

* Write recognisable letters, most of which are correctly formed.
* Spell words by identifying sounds in them and representing the sounds with a letter or letters.
* Write simple phrases and sentences that can be read by others.

**ELG: Comprehension**

Children at the expected level of development will:

* 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, non-fiction, rhymes and poems and during role-play.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Spell words by identifying the sounds and then writing the sound with letter/s.

Form lower-case and capital letters correctly.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**ELG: Word Reading**

Children at the expected level of development will:

* Say a sound for each letter in the alphabet and at least 10 digraphs.
* Read words consistent with their phonic knowledge by sound-blending.
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Mathematics

babies, toddlers, and young children will be learning to:

Birth to three -

Notice patterns and arrange things in patterns.

Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.

Complete inset puzzles.

Build with a range of resources.

Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’

Develop counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence.

Compare amounts, saying ‘lots’, ‘more’ or ‘same’.

Take part in finger rhymes with numbers.

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

React to changes of amount in a group of up to three items.

Climb and squeeze themselves into different types of spaces.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

3 & 4-year-olds will be learning to:

Mathematics

Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Combine shapes to make new ones - an arch, a bigger triangle etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Describe a familiar route.

Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.

Compare quantities using language: ‘more than’, ‘fewer than’.

Solve real world mathematical problems with numbers up to 5.

Experiment with their own symbols and marks as well as numerals.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Show ‘finger numbers’ up to 5.

Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

Say one number for each item in order: 1,2,3,4,5.

Recite numbers past 5.

Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Children in reception will be learning to:

Mathematics

Compare numbers.

Count beyond ten.

Link the number symbol (numeral) with its cardinal number value.

Subitise (recognise quantities without counting)

Count objects, actions and sounds.

Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.

Automatically recall number bonds for numbers 0-5 and some to 10.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

**ELG: Numerical Patterns**

Children at the expected level of development will:

* Verbally count beyond 20, recognising the pattern of the counting system.
* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**ELG: Number**

Children at the expected level of development will:

* Have a deep understanding of number to 10, including the composition of each number.
* Subitise (recognise quantities without counting) up to 5.
* Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Compare length, weight and capacity.

Continue, copy and create repeating patterns.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Explore the composition of numbers to 10.

Understand the ‘one more than/one less than’ relationship between consecutive numbers.

Understanding the world

babies, toddlers, and young children will be learning to:

Birth to three -

Notice differences between people.

Make connections between the features of their family and other families.

Explore and respond to different natural phenomena in their setting and on trips.

Explore materials with different properties.

Repeat actions that have an effect.

Explore natural materials, indoors and outside.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

3 & 4-year-olds will be learning to:

Understanding the world

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Continue developing positive attitudes about the differences between people.

Talk about the differences between materials and changes they notice.

Explore and talk about different forces they can feel.

Begin to understand the need to respect and care for the natural environment and all living things.

Understand the key features of the life cycle of a plant and an animal.

Plant seeds and care for growing plants.

Explore how things work.

Show interest in different occupations.

Begin to make sense of their own life-story and family’s history.

Talk about what they see, using a wide vocabulary.

Explore collections of materials with similar and/or different properties.

Use all their senses in hands on exploration of natural materials.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Children in reception will be learning to:

Understanding the world

Draw information from a simple map.

Compare and contrast characters from stories, including figures from the past.

Comment on images of familiar situations in the past.

Name and describe people who are familiar to them.

Talk about members of their immediate family and community.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Describe what they see, hear and feel whilst outside.

Explore the natural world around them.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise that people have different beliefs and celebrate special times in different ways.

Understand that some places are special to members of their community.

**ELG: People, Culture and Communities**

Children at the expected level of development will:

* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Understand the effect of changing seasons on the natural world around them.

Recognise some environments that are different from the one in which they live.

**ELG: Past and Present**

Children at the expected level of development will:

* Talk about the lives of the people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: The Natural World**

Children at the expected level of development will:

* Explore the natural world around them, making observations and drawing pictures of animals and plants.
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

babies, toddlers, and young children will be learning to:

Birth to three -

Make simple models which express their ideas.

Use their imagination as they consider what they can do with different materials.

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

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.

Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Explore a range of soundmakers and instruments and play them in different ways.

Make rhythmical and repetitive sounds.

Explore their voices and enjoy making sounds.

Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.

Move and dance to music.

Respond emotionally and physically to music when it changes.

Show attention to sounds and music.

Start to make marks intentionally.

Join in with songs and rhymes, making some sounds.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Explore different materials freely, to develop their ideas about how to use them and what to make.

Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

3 & 4-year-olds will be learning to:

Expressive arts and design

Play instruments with increasing control to express their feelings and ideas.

Create their own songs, or improvise a song around one they know.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Sing the pitch of a tone sung by another person (‘pitch match’).

Remember and sing entire songs.

Respond to what they have heard, expressing their thoughts and feelings.

Listen with increased attention to sounds.

Show different emotions in their drawings – happiness, sadness, fear etc.

Explore colour and colour mixing.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Use drawing to represent ideas like movement or loud noises.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Join different materials and explore different textures.

Develop their own ideas and then decide which materials to use to express them.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Children in reception will be learning to:

Expressive arts and design

Watch and talk about dance and performance art, expressing their feelings and responses.

Create collaboratively, sharing ideas, resources and skills.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Listen attentively, move to and talk about music, expressing their feelings and responses.

**ELG: Creating with Materials**

Children at the expected level of development will:

* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the process they have used.
* Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

* Invent, adapt and recount narratives and stories with peers and their teacher.
* Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

© 2021 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*