

Milestone Assessment Sheets

Prime and Specific Areas of Learning



In partnership with
**THE EDUCATION
PEOPLE**

Communication and Language - Listening, Attention and Understanding

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>freeze (fixed gaze) or turn toward a familiar sound or voice</p> <p>locate a range of sounds with accuracy</p> <p>gaze at faces and copy facial expressions.</p>	<p>stop and look when they hear their own name</p> <p>listen to, distinguish and respond to intonations and sounds of voices, recognise familiar adult's voice</p> <p>understand single words when used in context by a familiar person, "cup, daddy".</p>	<p>join in with familiar songs and maybe join in with movements and key words</p> <p>respond to simple 'what' and 'where' questions in context, such as, "where's the baby?"</p> <p>understand more words than they can say.</p>	<p>maintain attention but can shift to a different task if their attention is fully obtained</p> <p>identify action words such as jumping, running</p> <p>understand and respond to 'who, what, where' questions when asked by a familiar person.</p>	<p>follow adult directions and ask questions when engaged in play</p> <p>respond to two-part instructions such as, "get your coat on, then wait by the shed"</p> <p>sit and engage with others in small groups when conversation is of interest.</p>	<p>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</p> <p>make comments about what they have heard and ask questions to clarify their understanding</p> <p>hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Communication and Language - Speaking

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>communicate needs and feelings through crying, babbling, gurgling</p> <p>make own sounds in response when talked to by familiar adults.</p>	<p>imitate and experiment with sounds and single words such as, “mumum”, “dada”, “baba”</p> <p>use voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</p>	<p>put two words together, such as “all gone”, “more milk”</p> <p>name a few familiar toys, television characters and objects in everyday use, such as, “car”, “cup”, “bed”.</p>	<p>be understood when speaking to unfamiliar adults</p> <p>ask simple questions to familiar people such as, “what, why”</p> <p>express emotions using words as well as gestures, such as happy, sad, angry, tired</p> <p>use around 300 words including descriptive language.</p>	<p>use four-to-six-word sentences, such as, “I want the bike”</p> <p>tell others about an immediate experience, such as something which just happened to their mum</p> <p>use future and past tenses, such as, “I’m going to the park”.</p>	<p>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>express their ideas and feelings about their experiences using full sentences, including use of past, present, future tenses and making use of conjunctions, with modelling and support from a teacher.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Personal, Social and Emotional Development - Self-regulation

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>express feelings strongly through crying to make sure that their needs will be met</p> <p>respond when picked up or spoken to.</p>	<p>demonstrate a wider variety of feelings using crying, facial expressions, gestures and vocalisations freely to express their needs</p> <p>need familiar adult in sight or hearing.</p>	<p>experience a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming</p> <p>explore new toys and environments but may 'check in' regularly with familiar adult</p> <p>demonstrate a sense of self, wanting to be independent and use the word 'no'.</p>	<p>express own feelings such as sad, happy, cross, sometimes respond to the feelings of others</p> <p>increasingly show 'effortful control', such as wait for a turn and resist the strong impulse to grab what they want</p> <p>single channel attention, can shift to a different task if attention fully obtained.</p>	<p>understand own feelings, know that some actions/words can hurt others' feelings</p> <p>usually tolerate some delay when needs are not immediately met, understand wishes may not always be met</p> <p>focus attention to 'listen and do' (if not intently focused on own choice of activity).</p>	<p>show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Personal, Social and Emotional Development - Managing Self

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>show an interest in their reflection in a mirror, although they may not realise yet that the reflection is them</p> <p>express discomfort, hunger or thirst.</p>	<p>use their own voice and actions causing an effect on others, for example clapping hands to start a game</p> <p>co-operate with nappy changing, for example helping to hold legs up and lying still.</p>	<p>show their growing sense of self through asserting their likes and dislikes, choices and ideas. These may be different to those of the adult or their peers; often saying “me do it”</p> <p>respond to a few developmentally appropriate boundaries with support</p> <p>show desire to help with dressing/ undressing, hygiene routines.</p>	<p>show a sense of autonomy through asserting their ideas and preferences and make choices and decisions</p> <p>show an understanding and cooperate with some boundaries and routines</p> <p>gain more awareness of bowel and bladder urges and communicate their need for potty or toilet.</p>	<p>show a sense of belonging through being involved in daily tasks</p> <p>remember rules without needing an adult to remind them</p> <p>increasingly independent with dressing and undressing, toileting and hand washing.</p>	<p>be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Personal, Social and Emotional Development - Building Relationships

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>interact with familiar adult when playing “Peek-a-Boo”</p> <p>respond to the company of others and seek others’ attention</p> <p>respond to a familiar adult’s voice.</p>	<p>build relationships with special people</p> <p>react to and copy the facial expressions of familiar people</p> <p>be wary of unfamiliar people.</p>	<p>play alongside others</p> <p>explore new environments and return to a familiar adult for reassurance</p> <p>try to gain attention in a variety of ways, drawing others into social interactions.</p>	<p>show interest in others’ play and start to join in</p> <p>build relationships with special people but may still show anxiety in the presence of strangers</p> <p>show consideration to familiar others by offering comfort that they themselves would find soothing, for example giving their comforter.</p>	<p>find solutions to conflict and suggest other ideas</p> <p>seek out companionship with adults and other children, share experiences and play ideas</p> <p>show increasing consideration of other people’s needs, for example may give up a toy to another child.</p>	<p>work and play co-operatively and take turns with others</p> <p>form positive attachments to adults and friendships with peers</p> <p>show sensitivity to their own and to others’ needs.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Physical Development - Gross Motor Skills

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>turn their head in response to sounds and sights</p> <p>gradually develop the ability to hold up their head.</p>	<p>crawl, bottom shuffle or roll to move around</p> <p>sit unaided, leaving both hands free to manipulate objects</p> <p>pull themselves up from floor, sit down and start to take first steps.</p>	<p>change position from standing to sitting or squatting with little effort</p> <p>walk and run confidently and independently</p> <p>start to throw and release objects overarm</p> <p>attempt to kick a ball and jump with both feet off the ground.</p>	<p>walk considerable distances with purpose, stop, start and change direction</p> <p>walk upstairs and downstairs holding onto a rail, two feet to a step</p> <p>move in response to music, or rhythms played on instruments.</p>	<p>climb stairs/steps and move across equipment using alternate feet</p> <p>maintain balance using hands and body to stabilise</p> <p>skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>negotiate space and obstacles safely, with consideration for themselves and others</p> <p>demonstrate strength, balance and co-ordination when playing</p> <p>move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Physical Development - Fine Motor Skills

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<p>These are the milestones for the Statutory Progress Check at Age Two</p>			<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>explore objects with mouth, able to pick up the object and hold in mouth</p> <p>reach out for, touch and begin to hold objects, leading to being able to release the object.</p>	<p>pass toys from one hand to the other</p> <p>pick up objects in palmar grip and shake, wave, bang, pull and tug them using two hands while looking at them.</p>	<p>pick up small objects between thumb and fingers</p> <p>use hands individually and together to manipulate objects</p> <p>make connections between their movements and the marks they make.</p>	<p>show increasing control in using and manipulating a range of tools and objects</p> <p>imitate drawing simple shapes such as circles and lines</p> <p>build independently with a range of appropriate materials.</p>	<p>hold mark making tools with thumb and fingers</p> <p>show a preference for a dominant hand</p> <p>use one handed tools and equipment, for example make snips in paper.</p>	<p>hold a pencil effectively in preparation for fluent writing - using a tripod grip in most cases</p> <p>use a range of small tools, including scissors, paint brushes and cutlery</p> <p>begin to show accuracy and care when drawing.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Literacy - Comprehension

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
<p>turn when hears own name</p> <p>respond to some contextual clues, for example familiar gestures, words, and sounds.</p>	<p>use gesture to show things to adults and share interests</p> <p>respond to simple questions when in a familiar context with a special person, such as, “where’s Mummy?”.</p>	<p>select a familiar object by name and will go and find objects when asked</p> <p>identify action words by following simple instructions, such as, “show me jumping”</p> <p>recognise action in pictures at a one-word level.</p>	<p>understand a three-word level request, “put teddy under the bed”</p> <p>understand use of objects when asked “which one do we cut with?”</p> <p>engage in extended conversations about stories learning new vocabulary.</p>	<p>listen to stories with increasing attention and recall</p> <p>show understanding of prepositions such as under, on, behind, next to</p> <p>understand ‘why’ and ‘how’ questions.</p>	<p>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>anticipate, where appropriate, key events in stories</p> <p>use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Literacy - Word Reading

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
<p>look at people and objects for a few seconds</p> <p>focus on bold black and white patterns</p> <p>make fleeting eye contact with adult who is talking.</p>	<p>respond to environmental sounds by turning head, looking, facial expression</p> <p>explore sounds by banging and tapping objects</p> <p>handle and explore books by feeling textures, lifting flaps.</p>	<p>join in with actions and sounds in familiar song and book sharing</p> <p>point to familiar pictures on request</p> <p>show acknowledgement (facial expression, gesture, body language) to some favourite stories, rhymes, songs, poems or jingles.</p>	<p>repeat words and phrases from familiar stories</p> <p>make comments and share their own ideas</p> <p>respond to familiar logos from children's popular culture, commercial print or icons for apps.</p>	<p>join in with repeated refrains and anticipate key events and phrases in rhymes and stories</p> <p>count/clap syllables in a word</p> <p>engage in extended conversations about stories and learn new vocabulary.</p>	<p>say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>read words consistent with their phonic knowledge by sound blending</p> <p>read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Literacy - Writing

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
reach out for dangly objects.	<p>reach for objects close by when in sitting position</p> <p>pick up objects using palmar grip, such as finger foods.</p>	<p>freely engage with mark making activities</p> <p>recognise the cause and effect of their actions in mark making</p> <p>make marks using gross motor movements on vertical surfaces.</p>	<p>sometimes give meaning to marks as they draw and paint, such as, "mummy"</p> <p>make marks in their picture to stand for their name.</p>	<p>write some letters accurately</p> <p>use some of their print and letter knowledge in their early writing, for example writing shopping list/ birthday card</p> <p>draw with a purpose in mind, give meaning to their drawings and paintings.</p>	<p>write recognisable letters, most of which are correctly formed</p> <p>spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>write simple phrases and sentences that can be read by others.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Mathematics - Number

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
babies' awareness of mathematics develops from opportunities to play and explore.	<p>look for object that has been removed from the direct line of vision</p> <p>explore differently sized and shaped objects by mouthing</p> <p>become excited in anticipation of a '1, 2, 3 go!' game or a number rhyme.</p>	<p>say some counting words randomly and engage in counting-like behaviour, such as making sounds, pointing</p> <p>combine objects like stacking blocks and cups</p> <p>join in with number songs, say some numbers in sequence (1, 2, 3).</p>	<p>count spontaneously in play activities, sometimes skipping numbers such as, "1-2-3-5"</p> <p>select a small number of objects from a group when asked, for example, "please give me 2 crayons"</p> <p>signify numbers that are important to them, for example say, "I am 3" and hold up 3 fingers.</p>	<p>point and count 1 to 3 objects by saying one number name for each item</p> <p>tell the number of objects up to 3, without having to count them individually</p> <p>separate a group of 3 or 4 objects in different ways.</p>	<p>have a deep understanding of number to 10, including the composition of each number</p> <p>subitise (recognise quantities without counting) up to 5</p> <p>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.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Mathematics - Numerical Patterns

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
babies' awareness of mathematics develops from opportunities to play and explore.	<p>explore space when they are free to move, roll and stretch</p> <p>anticipate familiar routine and associate a sequence of actions with daily routine, such as feeding, nappy change</p> <p>put small objects into a container and empty them out.</p>	<p>join in with repeated actions in songs and stories and can predict what comes next</p> <p>climb and squeeze themselves into different types of spaces</p> <p>select a shape for a specific space, for example simple shape sorter or inset puzzle.</p>	<p>compare amounts saying, "lots", "more" or "same"</p> <p>compare sizes and weights using gesture and language -"bigger/smaller/little", "high/low", "tall", "heavy/light"</p> <p>sort by object, shape or colour.</p>	<p>say numbers to 5 and recite some numbers past 5</p> <p>select appropriate size or shape container for object</p> <p>extend and create ABAB patterns, for example stick, leaf, stick, leaf.</p>	<p>verbally count beyond 20, recognising the pattern of the counting system</p> <p>compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Understanding the World - Past and Present

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
<p>react to familiar faces and objects, for example smiles and coos.</p>	<p>imitate “Peek-a-Boo”</p> <p>react when a face or object suddenly disappears from view.</p>	<p>point to family member in group photograph</p> <p>know what to do in familiar situations (going to the shop/ park and lunch such as gets a ball to go to the park)</p> <p>watch toy being hidden and try to find it.</p>	<p>engage in small world play building on first-hand experiences and/or fascinations, such as farms, trains dinosaurs, garages</p> <p>watch for and name familiar characters from TV, stories and rhymes.</p>	<p>take on adult role in pretend play, such as nurse, builder</p> <p>remember and talk about significant events</p> <p>tell events in order of occurrence.</p>	<p>talk about the lives of the people around them and their roles in society</p> <p>know some similarities and differences between things in the past and now</p> <p>understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Understanding the World - People, Culture and Communities

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					<p>At the end of their reception year children at the expected level of development will confidently be able to:</p>
<p>look steadily at a person for a few seconds or more</p> <p>follow moving person with their eyes.</p>	<p>react when familiar carer appears</p> <p>look at faces and copy facial movements, such as sticking out tongue</p> <p>raise arms to an adult to be picked up.</p>	<p>copy movement of another child during play</p> <p>imitate adult in simple task, such as wiping table, emptying washing machine.</p>	<p>look at and talk about photos of those who are special to them, such as family members, friends and pets</p> <p>name a child they see often</p> <p>imitate everyday actions and events from own family and cultural background in pretend play.</p>	<p>talk about their home and places that they know, such as the park, the shops</p> <p>recognise and describe special times or events for family or friends</p> <p>talk about similarities and differences between people and families.</p>	<p>describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>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.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Understanding the World - The Natural World

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
move eyes, then head, to follow moving objects.	visually explore surroundings show interest in small objects or details of a toy repeat actions that have an effect, such as shaking a rattle.	explore a range of objects, by shaking, hitting, feeling, tasting, pulling, turning and poking demonstrate use of common objects, such as cup, hairbrush explore toys with buttons, flaps, and simple mechanisms.	point out details in objects in their environment explore and respond to the natural world, talk about what they see and experience explore how things work and operate mechanical objects, such as wind-up toys, pulleys and cogs.	ask questions about natural and found objects they have observed explore and talk about different forces they can feel like magnetic attraction talk about differences between materials and changes they notice, such as melting ice.	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.

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Expressive Arts and Design - Creating with Materials

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
tolerate the feel of different fabrics and textures.	show interest in a range of sensory media purposefully move hands through a range of wet/dry textures.	explore and experiment with a range of media and movement though multi-sensory exploration notice and be interested in the effects of making movements that leave marks engage in simple role/make believe play.	experiment with blocks, colours and marks express ideas and feelings through making marks, and sometimes give meaning to the marks they make take part in simple pretend play, pretending that one object represents another, such as using a brick as a phone.	use tools for a purpose use various construction materials, such as joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces develop complex stories using small world equipment like animal sets, dolls and doll houses.	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.

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Expressive Arts and Design - Being Imaginative and Expressive

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
					At the end of their reception year children at the expected level of development will confidently be able to:
<p>respond to and engage with the world that surrounds them, for example sounds, movement, people, objects, sensations, emotions.</p>	<p>watch what you and other children are doing</p> <p>anticipate phrases and actions in rhymes and songs, such as 'Peepo' and 'Round and Round the Garden'</p> <p>show attention to sounds and music.</p>	<p>pretend that one object represents another, especially when objects have characteristics in common</p> <p>express self through physical actions and sound</p> <p>show interest by watching/taking part in action songs and rhymes, such as 'Twinkle, Twinkle Little Star'.</p>	<p>notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p> <p>join in with familiar songs and rhymes</p> <p>use movement and sounds to express experiences, ideas and feelings.</p>	<p>play co-operatively as part of a group to create, develop and act out an imaginary idea or narrative</p> <p>sing to self and make up simple songs</p> <p>have a repertoire of songs and dances.</p>	<p>invent, adapt and recount narratives and stories with peers and their teacher</p> <p>sing a range of well-known nursery rhymes and songs</p> <p>perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

When a child is not demonstrating these skills as expected, practitioners should consider alongside parents/carers, what interventions to use to support learning and development. This ensures that requirements within the Statutory Framework for the Early Years Foundation Stage (2021) and SEND Code of Practice (2015) are met.

Copyright © Edseco Ltd 2021

All rights reserved

