

	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	End of Summer Checkpoint
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Experiments with a range of percussion instruments. • Joins in with singing in a familiar group. • Knows a number of familiar songs. • Explores different ways to move and dance. • Accesses role play and small world resources, sometimes playing with others to develop storylines. • Use available resources to create props to support role-play. • Respond to what they have heard, expressing their thoughts and feelings 	<p>I can sing to myself and make up simple songs.</p> <p>I can enjoy joining in with dancing and ring games.</p> <p>I can begin to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can tap out simple repeated rhythms.</p> <p>I can engage in imaginative role-play based on own first-hand experiences.</p>	<p>I can develop preferences for forms of expression.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can begin to recite well known poems.</p> <p>I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>I can develop storylines in my pretend play.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can create scenarios in collaboration with others where we have different roles.</p>	<ul style="list-style-type: none"> - 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.