

Reception Progression

| Communication and Language | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
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| Listening, Attention and Understanding | <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Contribute some sensible comments to discussions and conversations. • Focus on adults and friends as they play, responding to comments. • Listens to others in 1:1 and small groups. • Understand and respond to 'how' questions, like: "How did you make that?" • Shows understanding of prepositions such as; under, on top, behind, by carrying out an action. | <ul style="list-style-type: none"> • Turn to listen to friends or an adult. • Listen to and then follow instructions with 2 or more steps. • Remember and join in with rhymes and stories I like. • Find the right tool for a job. • Respond to own name and will change activity when encouraged to by adults. • Ask and answer questions e.g. who, what, where, when, why and how. • Follow a story with props and pictures. • Understand how to listen carefully and why listening is important. | <ul style="list-style-type: none"> • Listen to and then follow a more complex set of instructions including prepositions. • Listen to whole stories and comment on what is happening. • Ask questions about favourite books. • Talk about why they have chosen a particular book. • Play and listen to friends at the same time. • Listen to and talk about stories to build familiarity with new knowledge and vocabulary. • Remember key points from a story told without props or pictures. • Have a conversation and can respond to other children's opinions. | <ul style="list-style-type: none"> • 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. |
| Speaking | <ul style="list-style-type: none"> • Beginning to use a range of tenses e.g. play, playing, played, will play. • Beginning to use more complex sentences to link thoughts e.g. using and, because. • Uses intonation, rhythm and phrasing to make the meaning more clear to others. • Builds up vocabulary that reflects the breadth of their experiences. | <ul style="list-style-type: none"> • Link sentences using further conjunctions. • Use vocabulary to express imaginary events in play with more confidence. • Engage in imaginary role play sometimes building stories around toys and objects. • Begin to show the physical attributes of a good speaker e.g. face the person they are talking to. • Uses talk to communicate needs, news, feelings and ideas. | <ul style="list-style-type: none"> • Uses language to create imaginary events, storylines and themes and can sustain imaginary play situations. • Uses a range of tenses more accurately within conversations. • Learns and uses new vocabulary in different contexts. • Uses well-formed sentences but may have some difficulty with grammar. • Describes events in some detail. | <ul style="list-style-type: none"> • 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, |

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| | <ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Use plurals and prepositions ('in', 'on', 'under') | <ul style="list-style-type: none"> • Use new vocabulary accurately. | <ul style="list-style-type: none"> • Uses talk to help work out problems and organise thinking and activities. • Explains how things work and why they might happen. | with modelling and support from their teacher |
| Personal, Social and Emotional Development | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
| Self-Regulation | <ul style="list-style-type: none"> • Focus attention in a group situation for a short period of time and can follow simple instructions. • Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour. • Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings. | <ul style="list-style-type: none"> • Aware of own feelings and know that some actions and words can hurt others' feelings. • Accept the needs of others and take turns, sharing resources, sometimes with support from others. • Tolerate a short delay when needs are not immediately met and understand that own wishes may not always be met. • Focus attention in a whole class group for a short teaching session. • Beginning to show good manners (sitting on the carpet, raising hands, please and thank you, waiting turn). • Follow more complex instructions involving more than one idea or action. | <ul style="list-style-type: none"> • Usually adapt behaviour to different events, social situations, and changes in routine. • Understand that own actions affect other people, for example, might become upset or try to comfort another child when they realise they have upset them. • Aware of the boundaries set and of behavioural expectations in the class. • Express feelings and consider the feelings of others. • Focus attention in a whole class group for a teaching session. • Follow increasingly complex instructions. | <ul style="list-style-type: none"> • 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. |
| Managing Self | <ul style="list-style-type: none"> • Confident to access the environment/resources with minimal support and follows the rules as part of the routine. | <ul style="list-style-type: none"> • Selects and uses activities and resources. • Shows confidence in asking adults for help. | <ul style="list-style-type: none"> • Willingly participates in a wide range of activities. | <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; |

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| | <ul style="list-style-type: none"> • Is reliably toilet trained, needing minimal support. • Can wash and dry hands effectively with minimal reminders. • Begin to accept the needs of others and can take turns and share resources, sometimes with support. • Can put my coat on independently and use some fastenings. | <ul style="list-style-type: none"> • Can go to the toilet and is clean and dry throughout the day. • Perseveres with fastenings on coats and follows instructions to dress and undress. • Washes and dries hands effectively. | <ul style="list-style-type: none"> • Shows increasing resilience and perseverance in the face of challenge. • Manage own toileting needs. • Knows some ways to keep healthy. • Follows school and class rules and can talk about their importance. | <ul style="list-style-type: none"> • 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. |
| Building Relationships | <ul style="list-style-type: none"> • Enjoys playing alone, alongside and with others, inviting others to play and joining others' play. • Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. | <ul style="list-style-type: none"> • Initiate play, offering cues to others to join them. • Demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. • Identify when another child is upset and respond appropriately. • Take steps to resolve conflicts with other children more independently, e.g. finding a compromise. | <ul style="list-style-type: none"> • Start conversations, attend to and take account of what others say. • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Build constructive and respectful relationships using words to solve conflicts. • Identify how others feel and respond appropriately. • Is outgoing towards unfamiliar people. | <ul style="list-style-type: none"> • 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. |
| Physical Development | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
| Gross Motor | <ul style="list-style-type: none"> • Moves in different ways. • Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. | <ul style="list-style-type: none"> • Can throw and catch a smaller ball. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, | <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children. • Travels with confidence and skill around, under, over and | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; |

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| | <ul style="list-style-type: none"> • Uses trikes, balance bikes and scooters confidently. • Uses brooms to brush and spades to dig in sand and soil. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Can balance on one foot, or in a squat momentarily, shifting body weight to improve stability. •Runs with some spatial awareness and begins to negotiate space successfully, sometimes adjusting speed or direction to avoid obstacles. | <p>rolling, crawling, walking, running.</p> <ul style="list-style-type: none"> • Runs skilfully and negotiates space with increasing success, adjusting speed or direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it. • Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | <p>through balancing and climbing equipment.</p> <ul style="list-style-type: none"> • Revises and refines the fundamental movement skills already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Develops the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. • Develops confidence, competence, precision and accuracy when engaging in activities that involve a ball. | <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| <p>Fine Motor</p> | <ul style="list-style-type: none"> • Can begin to use scissors to cut lines. • Holds pencil in pincer grip and starting to develop tripod grip. • Shows a preference for a dominant hand. • Can use pincers, tweezers and threading equipment with increasing control and confidence. | <ul style="list-style-type: none"> • Continues to develop tripod grasp. •Uses scissors to cut along curved lines, holding scissors in the correct position. •Moulds and shapes modelling materials with fingers and tools. • When drawing, represents recognisable objects or shapes in work. | <ul style="list-style-type: none"> • Uses a tripod grasp. • Uses scissors to cut around more complex shapes. • Uses suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Uses some more difficult tools e.g. a hole punch and stapler. | <ul style="list-style-type: none"> •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. |

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| | <ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand. Tools include; paint brushes, scissors, hair brushes, tooth brushes, scarves or ribbons. | | <ul style="list-style-type: none"> • Drawings become more recognisable. | |
| Literacy | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
| Comprehension | <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> -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 • Can hold a book, turn the pages and indicate an understanding of pictures and print. • Can ask how and why questions about a book. | <ul style="list-style-type: none"> • Listens to a story and can give simple details about it. • Can tell a story to friends. • Can retell a story using role play or small world resources, using some story language. | <ul style="list-style-type: none"> • Talks about events and characters in books. • Makes suggestions about what might happen next at different points in a story. • Talks about favourite books. • Uses vocabulary and events from stories in my play. • Re-reads books to build up confidence in word reading, fluency and understanding and enjoyment. • Answers simple retrieval questions. • Re-tells and makes up own stories using some vocabulary that has been learnt. | <ul style="list-style-type: none"> • 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 |
| Word Reading | <ul style="list-style-type: none"> •Recognises familiar words and signs such as own name, advertising logos and screen icons. •Begins to develop phonological and phonemic awareness - shows awareness of rhyme and alliteration. | <ul style="list-style-type: none"> •Orally segment and blend CVC words. •Segment and blend simple words demonstrating my knowledge of sounds. •Links sounds to letters in the alphabet. •Starts to read a simple caption. •Recognises most phase 2 sounds in line with Little Wandle Phonics scheme. | <ul style="list-style-type: none"> •Reads simple words and simple sentences – phase 2 mainly. •Reads some common exception words matched to Little Wandle Phonics scheme. •Recognises the majority of phase 3 sounds in isolation. •Knows and applies some digraphs when reading. | <ul style="list-style-type: none"> •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. |

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| | <ul style="list-style-type: none"> -recognise rhythm in spoken words, songs, poems and rhymes. -claps or taps the syllables in words during sound play. -hears and says the initial sound in words. -can orally blend some simple cvc words. | | | |
| Writing | <ul style="list-style-type: none"> •Adds further details to their marks such as fingers, hair, etc. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Can write some or all of their name. | <ul style="list-style-type: none"> •Identifies sounds in words. •Segment and spells some phase 2 CVC words. •Writes some lower-case letters correctly. •Uses a capital letter for the start of their name. •Uses some identifiable letters to communicate meaning and uses them to write captions and labels. | <ul style="list-style-type: none"> •Segments the sounds in words mainly accurately. •Orally rehearses writing and makes attempts to read back writing to check it makes sense. •Writes CVC words and labels using phase 2 and 3 graphemes. •Writes some phrases that are phonetically plausible with increasing independence (may need some support to keep going). •Writes some tricky words. •Begins to use finger spaces to separate some words. •Beginning to show awareness of a full stop at the end of a sentence. •Demonstrates further accuracy with letter formation. | <ul style="list-style-type: none"> •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. |
| Maths | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
| Number | <ul style="list-style-type: none"> • Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. | <ul style="list-style-type: none"> • Subitises to 3. • Recognises numerals to 5. • Represents 1-5 on fingers, on a five frame and with objects. | <ul style="list-style-type: none"> • Understands that 'zero' and the numeral '0' represents 'nothing'. | <ul style="list-style-type: none"> •Have a deep understanding of number to 10, including the composition of each number; |

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| | <ul style="list-style-type: none"> • Rote counts to 10 • Subitises to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle) | <ul style="list-style-type: none"> • Discusses composition of numbers to 5, showing some automatic recall of number facts. • Shows accuracy when counting a group of up to 5 objects. | <ul style="list-style-type: none"> • Discusses composition of numbers to 10, showing some automatic recall of number facts. • Recognises numerals to 10. • Counts an irregular arrangement of up to ten objects. • Begins to explore number bonds to 10. • Subitises to 4. | <ul style="list-style-type: none"> • 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. |
| Numerical Pattern | <ul style="list-style-type: none"> • Compares two small groups of up to 5 objects, beginning to use the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount. • Begins to order numbers to 5. • Solve real world maths problems with numbers up to 5 and maybe beyond. | <ul style="list-style-type: none"> • Begins to recite numbers to 20 confidently. • Counts back from 10. • Compares groups of objects up to 5. • Understands the term equal when comparing two groups of objects. • Shows an understanding of one more and one less with numbers up to 5. | <ul style="list-style-type: none"> • Uses the language of 'more', 'fewer' and 'equal' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them and starting to use 'counting on'. • Recites numbers to 20 and begins to count beyond. • Understands 'one more' and 'one less' to numbers up to 10. • Begin to show some understanding of doubles within 10. | <ul style="list-style-type: none"> • 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. |
| Space, Shape and Measure | <ul style="list-style-type: none"> • Recognises a repeated pattern and is beginning to create own ABAB patterns and arrangements. • Explore 3D shapes, naming a few. • Begin to describe a sequence of events, real or fictional, using words such as "first, then...". • Understands and uses some positional language such as above, below, under, over, | <ul style="list-style-type: none"> • Uses comparative language like taller, shorter, the same and compare items according to these criteria. • Starts to identify shapes in the environment- circles, triangles and 4 sided shapes. • Begins to talk about night and day and order key events in own daily routine. • Recites the days of the week. | <ul style="list-style-type: none"> • Shows an understanding of yesterday, today and tomorrow. • Experiments with length, height, capacity and uses findings to order and group items. • Orders and sequences important times in my day and uses language such as now, before, later, soon, after, then and next. | <ul style="list-style-type: none"> • Uses everyday language to discuss length, size, height, weight, time, position and capacity and use this language to make simple observations. • Names some common 2D and 3D shapes. • Understands and uses some mathematical language to describe 2D and 3D shapes. • Can create, copy and continue a simple pattern and some more complex patterns. |

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| | behind, in front of, next to, in and on. | <ul style="list-style-type: none"> •Recognises and talks about simple patterns. •Uses some positional language accurately such as above, below, under, over, behind, in front of, next to, in and on. •Matches and sorts objects based on their properties such as size, colour, shape, etc. | <ul style="list-style-type: none"> •Recalls some names for 2D and 3D shapes and begins to describe their properties with support. •Begins to explore more complex patterns. | <ul style="list-style-type: none"> •Selects, rotates and manipulates shapes in order to develop spatial reasoning skills. |
| Understanding the World | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
| Past and Present | <ul style="list-style-type: none"> • Talks in detail about family and identifies relationships within the family. • Talks about significant events in their own life. •Understand that some things are from the past and some are from now (e.g. types of transport). | <ul style="list-style-type: none"> •Understand that some things are from the past and some are from the present through building up knowledge of key historical events. This will be through topics, stories, community events e.g. bonfire night, Remembrance Day etc. •Talks about people in their family and shows an awareness of their roles within our society. | <ul style="list-style-type: none"> •Recognises and describes special times or events for family or friends from the past. •Compares and contrasts characters from stories, including figures from the past. •Comments on images of familiar situations in the past and how they might be different from today. | <ul style="list-style-type: none"> •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 |
| People, Culture and Communities | <ul style="list-style-type: none"> • Talks about the world around them and the people and places that are familiar. • Knows some things make them unique and can talk about the similarities and differences in relation to friends and family. • Understand that people come from different countries and talk about features they can see in photographs. | <ul style="list-style-type: none"> •Talks about members of immediate family and community. •Talks about some of the things observed in local environment. •Recognises and comments on similarities and differences between people. •Knows about some celebrations and talks about how they might | <ul style="list-style-type: none"> •Draws information from a simple map. •Recognises some similarities and differences between life in this country and life in other countries. •Recognises that people have different beliefs and celebrate special times in different ways e.g. Eid, Easter. | <ul style="list-style-type: none"> •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 |

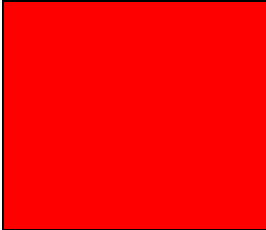
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| | | <p>be celebrated e.g. Christmas, Diwali, Hanukkah.</p> <ul style="list-style-type: none"> • Knows that there are key areas within school, such as my classroom, fairy garden, hall, forest area etc. | <ul style="list-style-type: none"> • Understands that some places are special to members of their community. • Describes a journey within the local environment. | <p>other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> |
| The Natural World | <ul style="list-style-type: none"> • Explores the natural world and talk about out the things that are noticed. • Ask questions about the natural world. • Plant seeds and care for growing plants. • Recognises some changes and begins to describe what is happening. • Show care and concern for living things and the environment. • Begin to understand the effect their behaviour can have on the environment. | <ul style="list-style-type: none"> • Asks questions about aspects of my familiar world such as the place where I live or the natural world. • Observes and talks about changes in nature e.g. seasons and weather. • Describes some features of plants and animals and identify when things are the same and different. | <ul style="list-style-type: none"> • Talks about why things happen. • Starts to develop an understanding of growth, decay and changes over time. • Explores the natural world around me. • Describes what they see, hear and feel whilst outside. • Recognises some environments that are different to the one in which they live. • Understands the effect of changing seasons on the natural world around me. | <ul style="list-style-type: none"> • 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 | Baseline Checkpoint | End of Autumn Checkpoint | End of Spring Checkpoint | Early Learning Goal |
| Creating with Materials | <ul style="list-style-type: none"> • Uses a range of different techniques and variety of materials, e.g. paint, collage, printing. • Uses drawing materials to create pictures with a range of lines and shapes with increasing complexity. • Use a variety of different construction materials to build and balance. | <ul style="list-style-type: none"> • Distinguishes between colours and name them. • Explores colour and how colours can be changed, recognising how to make some secondary colours. • Experiments with different tools and techniques. • Joins construction pieces together to build and balance. | <ul style="list-style-type: none"> • Shows interest in and describes the texture of things. • Uses various construction materials for a purpose. • Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Explores, uses and refines a variety of artistic effects to | <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> • Uses tools for a purpose. | <ul style="list-style-type: none"> • Makes some independent choices about the resources needed and talks about creations. • Uses a range of shapes and colours to represent observational drawings. • Manipulates malleable materials to create shapes. • Sometimes uses available resources as props to support role-play. | <p>express ideas and feelings and talks about what they have created.</p> <ul style="list-style-type: none"> • Returns to and builds on previous learning, refining ideas and developing ability to represent them. • Often uses available resources as props to support role-play. • Creates collaboratively; sharing ideas, resources and skills. • Representations are becoming more mature with details emerging. • Begins to plan a design before starting. • Use a range of tools and equipment and selects the most appropriate tool or joining material for the job. | |
| <p>Being Imaginative and Expressive</p> | <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Sing to myself and make up simple songs. • Remember and sing entire songs. • Explores different ways to move and dance. • Begin to develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc. | <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Begins to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Engages in imaginative role-play based on own first-hand experiences. • Recount narratives and stories with peers and teachers. | <ul style="list-style-type: none"> • Develops preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings in a group or on my own, increasingly matching the pitch and following the melody. • Begins to recite well known poems. • Develops storylines in my pretend play. | <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. |

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|  | | | <ul style="list-style-type: none">• Explores and engages in music making and dance, performing solo or in groups.• Creates scenarios in collaboration with others where we have different roles. | |
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