

Early Years Pathway

'Everyday is a chance to learn'

TMPF Early Years Assessment Document

This document provides all professionals working with children in our nursery and reception classes with a tool to assess and monitor the progress of our children across The Moorlands Primary Federation.

This document focuses on the four guiding principles which shape practice in the Early Years.

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Environments – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development – Children learn and develop at different rates.

DfE Statutory Framework for the Early years Foundation Stage, 2023.

The fundamental British values of **democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs** are embedded within the Early Year curriculum, assessment and practice. These should be referenced as part of every day practice and assessment.

Many areas of the Early Years Assessment Pathway document inter-link. These have been referenced to guide professionals (e.g. PSE MR1); however many other areas may link, this is down to professional judgement.

All about me

My pre-school setting

My family

Stick a photo
here

Important information about
me

Where I live

My Interests

Autumn First Half Date:	Autumn Second Half Date:	Spring First Half Date:	Spring Second Half Date:	Summer First Half Date:	Summer Second Half Date:

Reflections on my learning journey.

Autumn Term

Summer Term

Spring Term

Parent/ Carer comments

Autumn Term

Spring Term

Summer Term

Personal, Social and Emotional – Self Regulation

	6 months to 1 Year (6-12 months) TMPF 2	1 Year to 18 Months (12-18 months) TMPF 3	1.5 Years to 2 Years (19-24 months) TMPF 4	2.5 Years to 3 Years (25-30 months) TMPF 5
PSE MS1	Seeks out familiar adult to share big feelings and for support when feeling tired, worried or frustrated CL S1	Is eager to be independent but may easily become frustrated	Responds to familiar and appropriate boundaries with support	Separates from main carer with the support and encouragement of another familiar adult
CL LAU1	Starts to be able to soothe self when upset, maybe using a comfort object	Begins to understand 'yes', 'no' and some boundaries	Is aware of other people's feelings and emotions (developing empathy) e.g. shows concern if another child cries, or becomes excited if an adult talks in an animated way	Begins to show awareness that some things are theirs, some things are shared, and some things belong to other people
CL S1	Is quickly soothed if upset on separation from main carer			

Personal, Social and Emotional – Self Regulation

<p>3 Years (31-36 months) TMPF 6</p>	<p>Reception Term 1 (37-48 months) TMPF 7</p>	<p>Reception Term 2 (49-60 months) TMPF 8</p>	<p>Early Learning Goals TMPF 9</p>
<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>CL LAU6</p>	<p>Is able to express their feelings.</p>	<p>Understands that their actions can affect other people e.g. becomes upset when they realise they have upset someone</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>
<p>Is aware that some actions and words can hurt others</p>	<p>Understand gradually how others might be feeling.</p>	<p>Uses sensible and controlled behaviours most of the time.</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>Manage transitions, such as moving between activities, leaving carers.</p>	<p>Manage transitions between activities and daily events.</p>	<p>Can solve problems without aggression</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>
<p>Has a growing ability to distract self when upset e.g. by engaging in a new play activity</p>	<p>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.</p>	<p>Is aware of set boundaries and behaviour expectations in different settings</p>	
<p>Can inhibit own actions e.g. stop themselves doing something they know they shouldn't</p>	<p>Tries to work out what is right and what is wrong in terms of behaviour</p>		

Personal, Social and Emotional – Managing Self

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
<p>Shows pleasure at being tickled and other physical interactions by laughing and gurgling</p> <p>CL S1</p>	<p>Points to objects of interest then looks back to an adult for a reaction</p>	<p>Seeks help from another person to achieve a goal</p>	<p>Demonstrates sense of self as an individual e.g. may say 'no' to an adult trying to help them, or may strongly defend own possessions</p>	<p>Recognises self in photographs</p>
<p>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention</p> <p>PSE SR1 CL LAU1</p>	<p>Knows that own voice and actions have effects on others</p> <p>CL S2</p>	<p>Looks for clues from adults to know how to react in new situations (social referencing)</p>	<p>Attempts to wash and dry own hands but may need help to do this fully</p>	<p>Can tell adults when hungry or tired or when they want to rest or play</p>
<p>Friendly with strangers (but may show some shyness or anxiety especially if carer is out of sight)</p>	<p>Shows an interest in and keen to explore the environment</p> <p>CL LAU2</p>	<p>Helps to get undressed</p>	<p>Indicates to an adult wet or soiled nappy or pants</p>	<p>Shows awareness of bladder and bowel urges</p>
<p>Expresses discomfort, hunger or thirst through crying and non-verbal communication</p>	<p>Shows and offers toys or objects to other people</p>	<p>Willing to try new food textures and tastes</p>	<p>Shows enjoyment of some foods and dislike of others</p>	<p>Helps actively with dressing</p>
	<p>Actively co-operates with nappy changing routine</p>			

Personal, Social and Emotional – Managing Self

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Expresses own preferences	Is confident in new social situations e.g. greets new people, asking for help	Speaks to others confidently to express own needs, wants, interests and opinions CL S8	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
Likes to receive praise and to be 'helpful'	Communicates freely about own home and community UtW PCC7	Can describe self in positive terms and talk about own abilities, likes and dislikes.	Explain the reasons for rules, know right from wrong and try to behave accordingly;
Beginning to manage their own needs, such as the need to go the toilet, to have a drink, etc.	Likes to be independent and may be strongly self-willed	Shows some understanding of the importance of exercise, food, sleep and hygiene for good health	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Begins to recognise danger and seeks help from significant adults	Independently manages own toileting needs most of the time, including washing and drying their hands.	Shows some appropriate safety measures without supervision	
Begins to follow simple rules and routines.	Can dress and undress with help for fastenings	Can talk about the rules of their setting and of different settings/ environments.	
	Shows understanding of how equipment and tools are to be used safely		

Personal, Social and Emotional – Building Relationships

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
<p>Interacts with adults when held face-to-face by smiling, looking and moving</p>	<p>Seeks to gain the attention of others e.g. by reaching, vocalising and making eye contact</p>	<p>Shows an interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adults or may pay more attention when children talk to them</p>	<p>Plays happily alongside other children (parallel play)</p> <p>CL LAU4</p>	<p>Is interested in watching other children play and joins in briefly, although may not share toys</p>
<p>Recognises and is most responsive to main carer's voice</p> <p>CL LAU1</p>	<p>Builds relationships with special people</p>	<p>Is affectionate with familiar people</p>	<p>Is keen to copy daily household activities from adults (simultaneous play) e.g. wiping the table alongside adult</p>	
<p>Shows pleasure in cuddles and being held e.g. by calming, snuggling in, smiling, gazing at carer's face or stroking carer's skin</p>	<p>Enjoys sharing simple play activities with adults</p>	<p>Is contented to play alone but prefers to be near familiar people</p>		
<p>Reacts enthusiastically to often-repeated games</p> <p>CL S1</p>	<p>Recognises some familiar songs and interactive rhymes and tries to join in with movements or vocalisations</p>	<p>Explores new environments but returns to familiar adult for cuddles or reassurance</p>		
	<p>Joins in with give and take games</p>	<p>Exchanges toys with peers cooperatively or in conflict e.g. may hand a teddy to another child then snatch it back</p>		

Personal, Social and Emotional – Building Relationships

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Recognises how key people feel and will try to do something to support them e.g. 'Mummy sad. Need a cuddle'	Cooperates with other children in play, sharing toys and resources	Likes to ensure rules and fairness in play	Work and play cooperatively and take turns with others;
Is interested in friendship and may have a special friend	Play with one or more other children, extending and elaborating play ideas. CL LAU7	Likes to direct play activities but will also adapt play to include the ideas of others CL S8	Form positive attachments to adults and friendships with peers;
Joins in with other children's play for short periods, starting to share toys	Understands the need for taking turns but may need adult help to do so	Begin to find solutions to conflicts and rivalries, by finding a compromise. CL LAU8	Show sensitivity to their own and to others' needs.
	Shows friendly behaviour, initiating conversations and forming relationships with familiar people	Initiates conversations, taking turns in a simple conversation, clearly taking account of what others have to say	
	Listens to and talks to others during play	Chooses own friends	
	Shows sympathy and sensitivity to other children in distress	Is tender and protective of younger children and pets	

Communication and Language – Listening, Attention and Understanding

Birth to 6 Months (0-6 months) TMPF 1	6 months to 1 Year (6-12 months) TMPF 2	1 Year to 18 Months (12-18 months) TMPF 3	1.5 Years to 2 Years (19-24 months) TMPF 4	2.5 Years to 3 Years (25-30 months) TMPF 5
Moves eyes towards a sound source especially a voice	Loves to look around the environment at people, objects and things happening PSE MS2	Will look where an adult is looking (joint visual attention)	Recognises and responds appropriately to a number of familiar sounds or auditory cues	Shows an interest in sound play during stories and singing EA BI5 L C5
Gazes at faces and copies some facial movements from an adult PSE MS1 PSE SR1	Looks with interest when adults are talking together, appearing to listen UtW NW2	Pays attention to short, simple stories and songs which include repetition	Can concentrate on a task of own choosing but may need to ignore everything else to do so	Plays symbolically, pretending one object stands for something else
Quietens or alerts in response to the sound of speech	Stops and looks when hears own name	Puts related objects together in play	Engages in simple pretend play spontaneously PSE BR4	Carries out sequences of simple pretend play EA BI5
Is alert to things happening around the room and deliberately moves head to gaze around	Knows how familiar objects should be used and acts this out in play	Copies simple pretend actions from an adult in play	Finds familiar objects in pictures or books when asked	Enjoys listening to familiar stories which have pictures L C5
Turns immediately to main carer's voice even if they are not in view PSE BR1	Sustains interest for up to a minute in looking at pictures named by an adult	Can understand and point to a number of familiar objects, toys or people when requested	Finds familiar people in photographs when asked UtW PP4	Identifies everyday objects by their use
Plays by exploring objects with hands and mouth	Understands everyday familiar phrases such as 'clap hands', 'no' and 'bye bye' CL S1	Appears to understand a few new words each week	Understands instructions containing 2 key words	Follows longer instructions in familiar here-and-now situations
Turns head towards different sounds in the environment UtW NW1	Shows understanding of a few everyday object words	Understands simple instructions in the right context such as 'close the door', 'fetch your nappy', 'don't touch'	Understands a few verbs (action words)	Understand simple questions e.g 'who that?', and 'where is'
	Finds some body parts when adult names them			Identifies a range of verbs in pictures
	Appears to recognise names of key people e.g. looks around when asked 'where's mummy?'			Understands the adjectives 'big' and 'little' MD SSM5

Communication and Language – Listening, Attention and Understanding

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Switches focus between tasks if an adult uses a prompt to gain their attention	Focuses attention on one thing at a time but can independently stop what they are doing to listen (switches attention)	Shares attention between two things for a short time (dual-channelled) i.e. can do something and listen at the same time	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.
Understands a number of adjectives (describing words) PSE SR1	Can sort objects into simple groups and links vocabulary by groupings U+W NW7	Occupies self for a sustained period of time in an activity of own choosing	Make comments about what they have heard and ask questions to clarify their understanding;
Acts out scenarios using pretend materials as though real things EA BI6	Plays make-believe games with other children PSE BR7 EA BI7	Enjoys dramatic role play games with others and can create imaginative scenes using small world objects. PSE BR8 EA BI8	Hold conversation when engaged in back and forth exchanges with their teacher and peers.
Engage in story times, often requesting favourite stories over and over.	Sustains attention and listens to longer stories, recalling familiar stories later. LC7	Enjoy listening to longer stories and can remember much of what happens. LC8	
Anticipates and joins in repeated phrases in rhymes and stories EA BI6	Answers questions about the past, present and future CL S7	Understand simple questions about 'who', 'what', 'where', 'why' and 'how'	
Understands plurals e.g. finger vs fingers	Understands and can answer simple 'how' and 'why' questions.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	
Understands instructions containing 3 key words	Understands instructions containing 4 key words	Follows instructions involving a two-part sequence	
Understands 'in', 'on' and 'under' (prepositions)	Engage in non-fiction books		
	Understands negatives (no, not) e.g. 'who is not wearing a hat?'		

Communication and Language – Speaking

Birth to 6 Months (0-6 months) TMPF 1	6 months to 1 Year (6-12 months) TMPF 2	1 Year to 18 Months (12-18 months) TMPF 3	1.5 Years to 2 Years (19-24 months) TMPF 4	2.5 Years to 3 Years (25-30 months) TMPF 5
Uses different cries for different needs	Babbles tunefully using repetitive sounds in a 'sing song' tone	Says 10 - 20 single words spontaneously and in the right context (words may be unclear in their pronunciation)	Puts two words together to say simple phrases	Says 3+ words together in simple sentences
Smiles in response to being spoken to PSE SR1	Copies playful voice sounds such as blowing raspberries or smacking lips from an adult U+W NW7	Enjoys nursery rhymes and tries to join in with singing	Refers to self by own name	Has a growing vocabulary of 200+ different words
Makes cooing, gurgling and laughing sounds in response to someone else PSE MS1 PSE BR1	Makes sounds deliberately to communicate their feelings with others e.g. to show annoyance or friendliness PSE SR2 PSE MS2	Uses sounds in play which are related to the object or action (symbolic sounds)	Is eager to hear the names of objects and people	Asks lots of simple questions e.g. 'what's that?' 'where is...?'
Makes soft sounds when awake and content	Indicates wants non verbally e.g. puts arms up when wanting to be picked up	Copies familiar expressions in the right context	Says 50+ single words spontaneously and in the right context (words may be unclear in their pronunciation)	Frequently comments on things happening in the environment
Vocalises to self and others in a tuneful, sing-song way	Uses some meaningful gestures in the right way e.g. shakes head to tell you 'no' or waves goodbye CL LAU2	Echoes words back to adults	Learns new words rapidly and tries to include them in their talking	Uses different types of words including nouns, verbs and adjectives
Laughs, chuckles and squeals aloud in play	Engages in periods of loud and non-stop babble which are starting to sound like real words	Demands a desired object by pointing and urgent vocalisation (or words), checking back to see if the adult has noted the request	Uses 'yes' and 'no' in response to simple questions or comments	Begins to add grammatical endings to words
Starts a 'conversation' with a familiar adult by making sounds	Takes turns in 'conversations', babbling back to an adult or copying playful sounds	Uses sounds made with the lips during babble or single words e.g. m, p, b	Appears to be using a range of speech sounds (although sounds in words may not be accurate)	Begins to talk about people and things that are not present
	Uses a range of vowel and consonant sounds in vocalisations			

Communication and Language – Speaking

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Uses longer sentences of 4-6 words	Uses sentences of 5-8 words or longer	Links ideas and sentences, sticking to a main topic	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
Holds simple conversations but may jump from topic to topic	Links sentences together using connectives 'and' and 'because'	Use talk to help work out problems, share feelings and organise ideas. PSE MS8	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
Is usually understood by familiar adults but may still have immaturities in their pronunciation	Asks lots of questions including 'why', 'when' and 'how'	Uses talking in play to define roles, imagine situations and introduce a storyline or narrative PSE BR8 EA BI8	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.
Asks questions including 'where' and 'who' LC6	Tells simple events from the past in the correct order CL LAU7 LC7	Retell familiar stories and nursery rhymes; some as exact repetition and some in their own words LC8	
Repeat key phrases from well known story; using some exact repetition.	Uses talk to anticipate or predict what might happen	To explain how things, work and why they might happen (real events)	
Use talk to organise themselves and their play EA BI6	Uses talk in pretending that objects stand for something else in play	Asks the meaning of new words, including abstract words, then tries to use them	
Briefly talks about past or future events	Be able to talk about familiar books, stories and nursery rhymes.	Uses past, present and future tenses with grammar that is generally correct	
Uses sounds at the end and middle of words	Readily learns new words from their experiences, including specific labels for things	Pronounces most words correctly	
Adds grammatical endings to words but may over-use these	Uses sounds 's' 'f' 'sh' 'k' 'g' in their speech pronunciation but may make errors with 'r' 'th' 'ch' 'j' and consonant clusters e.g. 'sp' 'fl'	Uses accurate pronouns e.g. 'he' 'she' 'they' 'his' 'her' 'him'	
Uses lips sounds (p, b) front sounds (t, d) and nasal sounds (m, n) in their speech			

Physical Development – Gross Motor Skills

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
Turns head in response to light, sounds, familiar voices, moving objects and adult movements	Makes progress moving along the floor by wriggling, crawling, bottom shuffling or rolling	Walks steadily without help, whilst carrying an object.	Runs safely, stopping and starting with ease	Climbs large play apparatus well
Makes large, smooth movements with arms and legs	Sits without support on the floor	Walks upstairs whilst holding an adult's hand.	Pushes and pulls toys easily	Kicks a large ball
Controls head more confidently e.g. head does not fall back when pulled to sit	Pulls to standing by holding on to furniture or adult for a few moments	Moves from sitting to standing without support	Throws small ball over-hand and forwards without falling over	Jumps with both feet together from a low step
Rolls over from front to back and back to front	Walks around the room holding on to furniture (cruising)	Kneels upright, with or without support	Squats with steadiness to pick up or play with an object on the ground, and can stand again without holding on	Walks upstairs and downstairs holding on for support, putting both feet on a step before moving on
Pulls to sitting position from lying down with adult holding hands; is then able to sit upright with adult supporting balance.	Walks forwards and sideways with adult holding one or both hands	Shows awareness that their movements can make marks e.g. makes deliberate footprints in sand		Sits on tricycle and steers (may not yet pedal)
Bears weight on feet and bounces up and down actively when held with feet on a hard surface	When sitting, can lean forward to pick up small toys	Climbs into adult sized chairs		

Physical Development – Gross Motor Skills

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Walks backwards and sideways	Experiments with different ways of moving e.g. crawling, stamping, slithering	Travels with confidence and skill around, under, over and through obstacles and play equipment	Negotiate space and obstacles safely, with consideration for themselves and others;
Climbs upstairs and downstairs with one foot on each step and walks downstairs, two feet on each step while carrying an object	Runs skilfully, turning corners and adjusting speed to avoid obstacles	Jumps up, forwards and backwards	Demonstrate strength, balance and coordination when playing;
Can sit with feet crossed at ankles	Can catch, kick, throw and bounce a ball	Is able to walk on a narrow line	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Catches a large ball between extended arms or two hands	Jumps off an object and lands appropriately	Stands balanced on one foot with arms folded	
Can stand on one foot for a few seconds	Can sit cross-legged	Touches toes with knees straight	
Use large-muscle movements to wave flags and streamers, paint and make marks	Hops on one foot	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	
Rides tricycle using pedals	Stands and runs on tip-toes	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
	Begin to use a range of large and small apparatus indoors and outside safety.		

Physical Development – Fine Motor Skills

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
Grasps object when placed in hand e.g. adult finger	Passes toy from one hand to the other	Shows enjoyment of the sensory experience of making marks in damp sand, paste or paint	Builds tower of 6+ blocks	Draws lines and circles when copying an adult
Shows an interest in own hands	Picks up objects between finger and thumb with simple pincer grasp*	Holds pens or crayons using a whole hand (palmar) grasp* and makes marks e.g. scribbles to and fro	Inserts two or three shapes into a shape sorter or puzzle	Eats skilfully with a spoon and fork.
Brings hands together in the midline of the body	Pokes and takes more interest in toys	Begins to balance a few blocks to build a small tower	Makes spontaneous scribbles using a pencil, including circular and side to side movements	Mainly uses a preferred hand when picking up or using objects
Takes objects to mouth	Holds a brick in each hand and bangs them together	Picks up very small objects using a delicate pincer grasp	Turns pages in a book.	
Reaches out to grab an object using both hands or one hand	Attempts to use a spoon, guiding towards mouth but food may fall off	Drinks from an open cup and feeds self with a spoon.	Drinks well without spilling	
Drops toy if another one is offered				

* See Appendices 2 for grasps & grips

Physical Development – Fine Motor Skills

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Shows control in using hands for pouring, twisting/turning, rolling, and unwrapping objects e.g. turns a tap, rolls playdough into sausages, pours water into cup	Handles one-handed tools and equipment with control e.g. makes snips in paper with child scissors	Use a wide range of one-handed tools and equipment, for example uses a toothbrush, cuts a strip of paper neatly	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
Start learning how to use cutlery.	Be increasingly independent as they get dressed and undressed.	Uses a knife and fork competently (but may still need to have meat cut up)	Use a range of small tools, including scissors, paint brushes and cutlery;
Begins to use simple tripod grasp* (grasping objects by use of the thumb and first two fingers)	Is able to draw a stick person	To form lower-case letters most of which are correctly formed and sit on the line. L W8	Begin to show accuracy and care when drawing.
Paints with large brush covering whole paper with colour	Uses a pen/pencil with a controlled tripod grasp	Can draw a recognisable person with head, body, arms, legs and face features	
Builds tower of 8+ blocks	Show a preference for a dominant hand.	Has good pencil control when writing letters, drawing or colouring	
	Write or copies some letters accurately. L W7	Constructs elaborate models when shown	
	Copies an adult to build towers of different shapes and sizes using blocks	Manages some buttons and fastenings when dressing	

* See Appendices 2 for grasps & grips

Literacy – Comprehension

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
	Enjoys look at books and other printed material with familiar people. L WR2	Handles books and printed material with interest. L WR3	Interested in books and rhymes and may have favourites. L WR4	Has some favourite stories, rhymes, songs, poems or jingles. CL LAU5 L WR5
			Enjoy sharing books with an adult. L WR4	Repeats words or phrases from familiar stories. L WR5
				Fills in the missing word or phrase in a known rhyme, story or game.
				Pay attention and respond to the pictures or the words. CL LAU5

Literacy – Comprehension

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Sing songs and say rhymes independently, demonstrating some understanding L WR6	To talk about the different parts of a book i.e. front cover, author etc.	Names the different parts of a book (in some fiction and non-fiction texts)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Repeat words and phrases from familiar stories and rhymes CL S6	To identify print in different contexts.	To use books and other sources to find information about a topic they are interested in.	Anticipate - where appropriate - key events in stories
Ask questions about the book. CL S6	Understand that we read English text from left to right and from top to bottom	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words CL LAU8	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and a during role-play
Engage in extended conversations about stories.	To use props to act out a story.	Beginning to sequence the main events in stories.	
To use a range of new vocabulary introduced in texts.	To retell a favourite part of a story. CL LAU7 L C7	To use some story language e.g. once upon a time, etc.	
		Begin to predict what might happen next in stories.	
		To begin to talk about characters' feelings.	

Literacy – Word Reading

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
	Enjoys look at books and other printed material with familiar people. L C2	Handles books and printed material with interest. L C3	Interested in books and rhymes and may have favourites. L C4	Has some favourite stories, rhymes, songs, poems or jingles. L C5
			Enjoy sharing books with an adult. L C4	Repeats words or phrases from familiar stories. L C5
				To begin to recognise same letters in the environment.

Literacy – Word Reading

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Sing songs and say simple rhymes (i.e. nursery rhymes) independently. LC6	To begin to identify simple rhyming words	To continue a rhyming string	Say a sound for each letter in the alphabet and at least 10 diagraphs.
Begin to copy sounds, rhythms and tunes.	To recognise rhythm in spoken words.	Read graphemes by saying the sounds for them (most of Set 1 and some of Set 2)	Read words consistent with their phonic knowledge by sound-blending
To recognise some Set 1 phonemes	Read some individual letters by saying the sounds for them (Set 1)	Read some letter groups that each represent one sound and say sounds for them.	Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.
Begins to identify the initial sound in words	Recognise words with the same initial sound	Begin to read simple phrases made up of words with known letters.	
To distinguish sounds with the environment, such as nature, vehicles, etc.	Begins to blend sounds into words, so that they can read short words made up of known letter – sound correspondences.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	
	With some support count and clap syllables in a words		
	To segment CVC (green) words.		

Literacy – Writing

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Add some marks to their drawings, which they give meaning to.	Write some or all of their name.	To form lower-case letters most of which are correctly formed and sit on the line. PD FM8	Write recognisable letters, most of which are correctly formed;
Make marks on their picture to stand for their name.	Write some letters accurately. PD FM7	Spell words by identifying the sounds and then writing the sound with letter/s (CVCC words)	Spell words by identifying sounds in them and representing the sounds with a letter or letters;
Use some of their print and letter knowledge in their early writing.	To begin to write words by identifying the sounds and then writing the sound with letter/s (CVC words)	Begins to break the flow of speech into words.	Write simple phrases and sentences that can be read by others
Ascribe meanings to marks that they see in different places.		Write simple phrases and captions with words with known sound-letter correspondences	
		To write short sentences in meaningful contexts.	
		To begin to separate words with a finger space.	
		Re-read what they have written with an adult.	

* See Appendices 2 for grasps & grips

Mathematics – Number

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
			Develops an awareness of number names through their enjoyment of action rhymes and songs.	Show 'finger numbers' up to 3.
				Recognise numerals 1-3
				Count in everyday contexts sometimes skipping numbers – '1-2-3-5'
				Take part in finger rhymes with numbers.

Mathematics – Number

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Show 'finger numbers' up to 5.	Count up to 5 objects from a larger group saying a number name for each	Count objects and recognise the associated numeral	Have a deep understanding of number to 10, including the composition of each number.
Recognise numerals 1-5	Link the number symbol (numeral) with its cardinal number value.	Explore the composition of numbers to 10	Subitise (recognise quantities without counting) up to 5.
Selects a small number of objects from a group when asked, <i>for example 'please give me two.'</i>	Count to 5 without having to count them individually (subitising).	Can recognise small quantities in a familiar pattern without counting, for example numbers on a dice (subitise)	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.
Count up to 3 objects, without having to count them individually (subitising)	Put objects in order and use ordinal numbers to describe their position	Count beyond 5 without having to count them individually (subitising).	
Link numerals and amounts: use one to one correspondence when counting	Put objects into 5 frames to aid counting	Use ten frames to aid counting	
Experiment with their own symbols and marks as well as numerals.	Count objects, actions and sounds.	Estimate how many objects they can see.	
Begin to solve real world mathematical problems with numbers up to 5.	Find one more or one less than a number from 1 to 5	Find one more or one less than a number from 1 to 10	
	Count the objects in two groups by counting on	Add two numbers together totalling 10, using objects or a number track.	
	Subtract within 5, using objects.	Subtract within 10, using objects or a number track.	
	To practically solve number bonds problems to 5	To practically solve number bonds problems to 10	
	Use knowledge of number bonds to 5 to solve problems and reason	Solve problems and reason with numbers to 10	

Mathematics – Number Patterns

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
			Beginning to organise and categorise objects, <i>for example putting all the teddies together.</i>	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
				Compare amount, saying 'lots', 'more' or 'same'
				React to changes of amount in a group of up to three items

Mathematics – Number Patterns

<p>3 Years (31-36 months) TMPF 6</p>	<p>Reception Term 1 (37-48 months) TMPF 7</p>	<p>Reception Term 2 (49-60 months) TMPF 8</p>	<p>Early Learning Goals TMPF 9</p>
<p>Recite numbers past 5</p>	<p>Recite numbers to ten</p>	<p>Recite numbers beyond ten</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system</p>
<p>Say one number for each item in order: 1, 2, 3, 4, 5</p>	<p>Say one number for each item in order: 1 to 10.</p>	<p>Say one number for each item in order beyond 10</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>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Know that the last number reached when counting a small set of objects and tells you how many there are in total (cardinal principle).</p>	<p>Identify which set has the most or the fewest objects to 10.</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>
<p>Talk about and identify the patterns, linked to number around them.</p>	<p>Rearrange objects to help count reliably to 10 (cardinal principle)</p>	<p>Identify whether two sets have the same number of objects to 20 and use the language of equal to</p>	
	<p>Compare sets of up to 10 objects using the language of 'more' and 'fewer'</p>	<p>To recognise each set is the same when doubling an amount.</p>	
	<p>Understand the 'one more than/one less than' relationship between consecutive numbers</p>	<p>Divide into equal quantities when sharing, beginning to understand the concept of remainders when sharing</p>	
	<p>Separates a group of objects in different ways, beginning to recognise the total is still the same.</p>		

Mathematics – Shape, Space & Measure *(non-statutory)*

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
		Get to know daily routines such as meal times, bath time, bed time.	Combine objects like stacking blocks and cups.	Notice patterns and arrange things in patterns.
			Put objects inside others and take them out again.	Compare sizes, weights etc using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy' CL LAU5
			Associate a sequence of actions with daily routines.	Complete inset puzzles
			Climb and squeeze themselves into different types of spaces.	Build with a range of resources.
				Beginning to understand that things might happen 'now'

Mathematics – Shape, Space & Measure (*non-statutory*)

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Selects shapes for a purpose	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)	Can name a range of 2D and 3D shapes	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns
Use informal language like 'pointy', 'spotty', 'blobs' etc	Explore shapes and how they can be combined to make different shapes	Select, rotate and manipulate shapes in order to develop spatial reasoning skills	They explore characteristics of everyday objects and shapes and use mathematical language to describe them
Combine shapes to make new ones	Extend and create ABAB patterns – stick, leaf, stick, leaf.	To use informal and mathematical language: for example, 'sides', 'corners'; 'straight', 'flat', 'round' to describe shapes	
Use positional language such as 'next to' and 'behind'	Notice and correct an error in a repeating pattern	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
Understand position through words alone, for example 'the bag is under the table'	Be familiar language to describe position including next to, on top, in front and behind	Children to copy, continue and create more complex repeating pattern	
Begin to use language in terms of size, length, weight and capacity.	Describe a familiar route.	Use positional language to give and understand directions	
Use language to talk about time such as 'before' and 'after' to describe familiar events	Use balance scales to understand which heavier	Compares and orders two or three objects by height, weight or capacity.	
	Use language to make comparisons between objects relating to size, length, weight and capacity.	Uses everyday language related to time	
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	Orders and sequences familiar events	

Understanding the World – Past and Present

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
			Is curious about people, showing interest in stories about themselves and their family. UtW PCC4	Has a sense of their own immediate family. UtW PCC5
			Enjoys looking at photos of themselves and members of their family. UtW PCC4 CL LAU4	To recall a special time from their past.

Understanding the World – Past and Present

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Begin to make sense of their own life-story, using photos and other special objects.	Begins to talk about a special time <i>for example festivals, celebrations</i>	To begin to use time language such as today, yesterday, at the weekend, etc	Talk about the lives of the people around them and their roles in society.
To talk about a past events of personal significance, such as celebrations.	To talk about the different jobs people, do within the community	To talk about the roles of people in their community and from the past.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Show interest in different occupations.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
To explore key features and objects related to the current season.	To begin to talk about how things change.	To begin to talk about objects from the past	
	To talk about the different seasons.	To explore seasonal change	

Understanding the World – People, Cultures and Communities

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
			Is curious about people, showing interest in stories about themselves and their family. UtW PP4	Has a sense of their own immediate family. UtW PP4
			Enjoys looking at photos of themselves and members of their family. UtW PP4	In pretend play, imitates everyday actions and events from their own family and cultural background.

Understanding the World – People, Cultures and Communities

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
To talk about places that are familiar to them or what they have seen in books and stories.	To talk about different settings and communities based on personal experiences and information gathered from stories and texts.	Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
Name and describe people who are familiar to them	Talk about members of their immediate family and community PSE MS7	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	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;
To talk about other people and places in a positive manner.	Talk about their immediate community/ locality <i>for example village, street, town etc</i>	Can talk about some similarities and differences between life in this country and life in other countries.	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.
Notice differences between people.	Understand that some places are special to members of their community.	Understands that people have different beliefs and celebrate special times in different ways.	
	Can talk about how some environments are different to the one in which they live.	Draw information on a simple map.	

Understanding the World – The Natural World

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
Moves eyes and then head to follow a moving object. CL LAU1	Looks around with interest, looks for novel, interesting objects and movements. CL LAU2	Watches what people, animals and vehicles do.	Explores objects by different approaches, for example shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.	Explore natural materials indoors and outside.
		Knows objects are used in different ways, for example push a car, roll a ball.	Remembers where objects belong.	Use all their senses in hands on exploration of natural materials.
			Repeat actions that have an effect.	Notices detailed features of their environment.
				Explore and respond to different natural phenomena in their setting and on trips.
				Explore materials with different properties.

Understanding the World – The Natural World

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Explore the natural world and objects from the natural world.	To talk about the main features of plants and animals. CL LAU7	Begin to talk about and sort animals and plants by their features.	Explore the natural world around them, making observations and drawing pictures of animals and plants;
Observe and talk about growing plants.	Talk about what they see, in more depth, using a wide vocabulary.	Record their observations of plants and animals through drawings and labels.	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;
Talk about what they see, using a wide vocabulary.	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.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Explore collections of materials with similar and/or different properties	Describe what they see, hear and feel in a range of different environments.	To talk about the similarities and differences of two different environments/ locations.	
Explore and begin to talk about how things work.	Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons in a contrasting environment (<i>not their home environment</i>)	
	Explore materials with similar and/or different properties	Talk about the differences between materials.	
	Explore and talk about different forces they can feel, such as wind.	Explore how materials can change e.g. ice turning into water.	

Expressive Arts and Design – Creating with Materials

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
			Manipulate and play with different materials.	Begin to make simple models which express their ideas.
			Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Begin to use their imagination as they consider what they can do with different materials.
			Start to make marks intentionally	Explore different materials, using all their sense to investigate them.
				Express ideas and feelings through making marks.

Expressive Arts and Design – Creating with Materials

3 Years <i>(31-36 months)</i> TMPF 6	Reception Term 1 <i>(37-48 months)</i> TMPF 7	Reception Term 2 <i>(49-60 months)</i> TMPF 8	Early Learning Goals TMPF 9
Begin to draw with detail, such as representing a face with a circle and including some details.	Begin to create collaboratively, sharing ideas, resources and skills.	To become confident when using a range of tools and techniques.	Safely use and explore a variety of materials, tools and techniques
Sometimes give a meaning to the marks they make.	Join different materials in a variety of ways.	Use drawing to represent ideas like movement or loud noises.	Share their creations, explaining the process they have used;
Use their imagination as they consider what they can do with different materials.	To begin to explore a variety of tools and techniques.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Make use of props and materials when role playing characters in narratives and stories.
Make simple models which they can express their ideas about .	Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	
Explore different materials freely, in order to develop ideas about how to use them and what to make.	To draw with increasing complexity and detail, such as representing a face with a circle and including details.	Create collaboratively, sharing ideas, resources and skills.	
Explore different textures and discuss how they feel.	Explore colour and colour mixing for a purpose	To talk to others in depth about what they have created and how they have achieved this.	
Develop their own ideas and then decide which materials to use to express them.	To talk to others about what they have created.	To begin to make use of props and materials when acting out a simple stories and events.	
Explore colour and begin colour mixing	Use their imagination as they consider what they can do with different materials for a purpose.		

Expressive Arts and Design – Being Imaginative and Expressive

Birth to 6 Months <i>(0-6 months)</i> TMPF 1	6 months to 1 Year <i>(6-12 months)</i> TMPF 2	1 Year to 18 Months <i>(12-18 months)</i> TMPF 3	1.5 Years to 2 Years <i>(19-24 months)</i> TMPF 4	2.5 Years to 3 Years <i>(25-30 months)</i> TMPF 5
			Expresses self through physical action and sound.	Beginning to use representation to communicate, e.g. drawing a line and saying 'that's me'
			Start to develop pretend play, pretending that one object represents another.	Beginning to make believe by pretending. CL LAU5
			Move and dance to music.	Join in with songs and rhymes making some sounds CL LAU5
				Enjoy and take part in action songs.
				Explore their voices and enjoy making sounds.
				Explore a range of sound makers and instruments and play them in different ways.

Expressive Arts and Design – Being Imaginative and Expressive

3 Years (31-36 months) TMPF 6	Reception Term 1 (37-48 months) TMPF 7	Reception Term 2 (49-60 months) TMPF 8	Early Learning Goals TMPF 9
Begin to develop simple stories using small world equipment like animal sets, dolls and dolls houses.	Make imaginative and complex 'small worlds' with the resources.	Create collaboratively, sharing ideas, resources and skills.	Invent, adapt and recount narratives and stories with peers and their teacher;
Listen with increased attention to sounds.	Begin to show different emotions in their drawings and painting, like happiness and sadness.	Show a range of different emotions in their drawings and paintings. Choosing colours to use for a purpose.	Sing a range of well-known nursery rhymes and songs;
Respond to what they have heard, expressing their thoughts and feelings.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Plays alongside other children who are engaged in the same theme. CL LAU8	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
Remember and sing entire songs. CL LAU6	Watch and talk about dance and performance art, expressing their feelings and responses.	To act out a narrative to others. CL S8	
Sing the pitch of a tone sung by another person ('pitch match')	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Begin to create or change a familiar narrative.	
Take part in simple pretend play, using an object to represent something else even though they are not similar. CL LAU6 CL S6	Introduces a storyline or narrative in their pretend play. CL LAU7	To perform solo or in groups.	
Create their own songs, or improvise a song around one they know.	Explore and engage in music making and dance.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	
Play instruments with control to express their feelings and ideas.	Begin to perform solo or in groups.		

Appendices 1

Characteristics of Learning

Playing and Exploring: <i>engagement</i>	Active Learning: <i>motivation</i>	Thinking Creatively and Critically: <i>thinking</i>
<p><u>Finding out and exploring</u></p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p><u>Playing with what they know</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p><u>Being willing to 'have a go'</u></p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p><u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p><u>Keeping on trying</u></p> <ul style="list-style-type: none"> • Persisting with activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties <p><u>Enjoying achieving what they set out to do</u></p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) 	<p><u>Having their own ideas</u></p> <ul style="list-style-type: none"> • Thinking of ideas that are new and meaningful to the child • Playing with possibilities • Visualising and imagining ideas • Finding new ways to do things <p><u>Making links</u></p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p><u>Choosing ways to do things</u></p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Flexibly changing strategy as needed • Reviewing how well the approach worked

Appendices 2

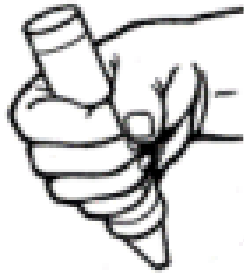
Pencil Grasps



* simple
pincer grasp



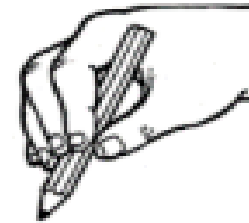
* neat pincer
grasp



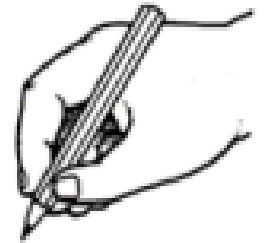
* palmar
grasp



* delicate
pincer grasp



* simple
tripod grasp



* controlled
tripod grasp