

## The Dales School EYFS Assessment - Specific Areas

Name: \_\_\_\_\_

Areas of Learning & Development		Birth to 5 Matters Aspects	
<b>Prime Areas</b>	Personal, Social and Emotional Development	Making Relationships	
		Sense of Self	
		Understanding Feelings	
	Physical Development	Moving and Handling	
		Health and Self-care	
	Communication and Language	Listening and Attention	
Understanding			
Speaking			
<b>Specific Areas</b>	Literacy	Reading	
		Writing	
	Mathematics	Mathematics	
	Understanding the World	People and Communities	
		The World	
		Technology	
	Expressive Arts and Design	Creating with Materials	
		Being Imaginative and Expressive	

**Specific Area: Literacy**

Specific Area: Literacy						
	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Notices and engages with sounds and images in the environment</li> <li>• As part of sensory exploration, may touch and handle books and digital reading devices</li> <li>• Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to</li> </ul>	<ul style="list-style-type: none"> <li>• Handles books, printed and digital reading material with interest</li> <li>• Responds to sounds in the environment such as cars, sirens and birds</li> <li>• Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</li> <li>• Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</li> <li>• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books Independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> </ul>
					Continued	Continued

					<ul style="list-style-type: none"> <li>•Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>•Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>•Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>•Begins to develop phonological and phonemic awareness             <ul style="list-style-type: none"> <li>-Shows awareness of rhyme and alliteration</li> <li>-Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>-Claps or taps the syllables in words during sound play</li> <li>-Hears and says the initial sound in words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Begins to develop phonological and phonemic awareness             <ul style="list-style-type: none"> <li>-Continues a rhyming string and identifies alliteration</li> <li>-Hears and says the initial sound in words</li> <li>-Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>-Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>-Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> </ul> </li> <li>•Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>•Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>•Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</li> </ul>
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**Specific Area: Literacy**

		Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Writing	→	<p>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write.</p> <p>Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language).</p> <p>What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		<p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</p> <ul style="list-style-type: none"> <li>•Begins to understand the cause and effect of their actions in mark making</li> <li>•Knows that the marks they make are of value</li> <li>•Enjoys the sensory experience of making marks</li> </ul>	<ul style="list-style-type: none"> <li>•Distinguishes between the different marks they make</li> </ul> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<ul style="list-style-type: none"> <li>•Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>•Sometimes gives meaning to their drawings and Paintings</li> <li>•Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>•Includes mark making and early writing in their play</li> <li>•Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>•Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>•Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>•Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<ul style="list-style-type: none"> <li>•Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>•Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>•Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>•Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>•Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>

**Specific Area: Mathematics**

	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>
<b>Mathematics</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Reacts to changes of amount when those amounts are significant (more than double)</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Explores space when they are free to move, roll and stretch</li> <li>• Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Explores differently sized and shaped objects</li> <li>• Beginning to put objects of similar shapes inside others and take them out again</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Shows interest in patterned songs and rhymes, perhaps with repeated actions</li> <li>• Experiences patterned objects and images</li> <li>• Begins to predict what happens next in predictable situations</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Responds to size, reacting to very big or very small items that they see or try to pick up</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers</li> <li>• Looks for things which have moved out of sight</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Explores space around them and engages with position and direction, such as pointing to where they would like to go</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Stacks objects using flat surfaces</li> <li>• Responds to changes of shape</li> <li>• Attempts, sometimes successfully, to match shapes with spaces on inset puzzles</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Joins in with repeated actions in songs and stories</li> <li>• Initiates and continues repeated actions</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in objects of contrasting sizes in meaningful contexts</li> <li>• Gets to know and enjoys daily routine</li> <li>• Shows an interest in emptying containers</li> </ul>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Responds to words like lots or more</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• Says some counting words</li> <li>• May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>• Uses number words, like one or two and sometimes responds accurately when asked to give one or two things</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Enjoys filling and emptying containers</li> <li>• Investigates fitting themselves inside and moving through spaces</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</li> <li>• Beginning to select a shape for a specific space</li> <li>• Enjoys using blocks to create their own simple structures and arrangements</li> </ul>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• Begins to say numbers in order, some of which are in the right order (ordinality)</li> </ul> <p><b>Cardinality (How many?)</b></p> <ul style="list-style-type: none"> <li>• In everyday situations, takes or gives two or three objects from a group</li> <li>• Beginning to notice numerals (number symbols)</li> <li>• Beginning to count on their fingers.</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Moves their bodies and toys around objects and explores fitting into spaces</li> <li>• Begins to remember their way around familiar environments</li> <li>• Responds to some spatial and positional language</li> <li>• Explores how things look from different viewpoints including things that are near or far away</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Chooses puzzle pieces and tries to fit them in</li> <li>• Recognises that two objects have the same shape</li> <li>• Makes simple constructions</li> </ul>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> </ul> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>• Engages in subitising numbers to 4 and maybe 5</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 &amp; 3</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> </ul>
			Continued	Continued	Continued	Continued

			<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>•Becoming familiar with patterns in daily routines</li> <li>•Joins in with and predicts what comes next in a story or rhyme</li> <li>•Beginning to arrange items in their own patterns, e.g. lining up toys</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>•Shows an interest in size and weight</li> <li>•Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram</li> <li>•Beginning to understand that things might happen now or at another time, in routines</li> </ul>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>•Joins in and anticipates repeated sound and action patterns</li> <li>•Is interested in what happens next using the pattern of everyday routines</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>•Explores differences in size, length, weight and capacity</li> <li>•Beginning to understand some talk about immediate past and future</li> <li>•Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>•Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>•Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>•Beginning to recognise that each counting number is one more than the one before</li> <li>•Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>•Responds to and uses language of position and direction</li> <li>•Predicts, moves and rotates objects to fit the space or create the shape they would like</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>•Chooses items based on their shape which are appropriate for the child’s purpose</li> <li>•Responds to both informal language and common shape names</li> <li>•Shows awareness of shape similarities and differences between objects</li> <li>•Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>•Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> </ul> <p style="text-align: right;">Continued</p>	<p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>•Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>•Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>•May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>•Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>•Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>•Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>•Spots patterns in the environment, beginning to identify the pattern “rule”</li> <li>•Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul> <p style="text-align: right;">Continued</p>
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					<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>•Creates their own spatial patterns showing some organisation or regularity</li> <li>•Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>•Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>•In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>•Recalls a sequence of events in everyday life and stories</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>•Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>•Becomes familiar with measuring tools in everyday experiences and play</li> <li>•Is increasingly able to order and sequence events using everyday language related to time</li> <li>•Beginning to experience measuring time with timers and calendars</li> </ul>
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Specific Area: Understanding the World							
People and Communities	<b>Range 1</b>	→	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>
	<ul style="list-style-type: none"> <li>• Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with</li> <li>• Develops a sense of belonging to their family and their key carer</li> <li>• Recognises key people in their own lives</li> </ul>			<ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations and pets</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Beginning to have their own friends</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>

**Specific Area: Understanding the World**

<b>The World</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>
	<ul style="list-style-type: none"> <li>• Moves eyes, then head, to follow moving objects</li> <li>• Reacts with abrupt change when a face or object suddenly disappears from view</li> <li>• Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events</li> <li>• Smiles with pleasure at recognisable playthings</li> <li>• Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle</li> </ul>	<ul style="list-style-type: none"> <li>•Closely observes what animals, people and vehicles do</li> <li>•Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves</li> <li>•Looks for dropped objects</li> <li>•Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers</li> <li>•Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing</li> </ul>	<ul style="list-style-type: none"> <li>•Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> <li>•Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</li> <li>•Remembers where objects belong</li> <li>•Matches parts of objects that fit together, e.g. puts lid on teapot</li> </ul>	<ul style="list-style-type: none"> <li>•Notices detailed features of objects in their environment</li> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>•Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>	<ul style="list-style-type: none"> <li>•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>•Talks about why things happen and how things work</li> <li>•Developing an understanding of growth, decay and changes over time</li> <li>•Shows care and concern for living things and the Environment</li> <li>•Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change in nature</li> <li>• Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>

Specific Area: Understanding the World						
	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Technology	<p>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)</p>		<ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</li> <li>• Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some digital equipment</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> <li>• Plays with water to investigate “low technology” such as washing and cleaning</li> <li>• Uses pipes, funnels and other tools to carry/transport water from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a simple program on electronic devices</li> <li>• Uses ICT hardware to interact with age- appropriate computer software</li> <li>• Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>• Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>• Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>	

Specific Area: Expressive Arts & Design						
Creating with Materials	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>
	<ul style="list-style-type: none"> <li>Experiments with a range of media - tools, materials, sound and whole body movement -- through multi-sensory exploration</li> </ul>		<ul style="list-style-type: none"> <li>Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</li> <li>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>Sings/vocalises whilst listening to music or playing with instruments/sound makers</li> <li>Notices and becomes interested in the transformative effect of their action on materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>Joins in singing songs</li> <li>Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> <li>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>Uses 3D and 2D structures to explore materials and/or to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explores and learns how sounds and movements can be changed</li> <li>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>Enjoys joining in with moving, dancing and ring Games</li> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>Taps out simple repeated rhythms</li> <li>Develops an understanding of how to create and use sounds intentionally</li> <li>Continues to explore colour and how colours can be changed</li> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>Uses tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Begins to build a collection of songs and dances</li> <li>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> </ul>

Specific Area: Expressive Arts & Design							
Being Imaginative and Expressive	<b>Range 1</b>	→	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>
	<ul style="list-style-type: none"> <li>• Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)</li> </ul>			<ul style="list-style-type: none"> <li>• Expresses self through physical actions and sound</li> <li>• Pretends that one object represents another, especially when objects have characteristics in common</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>• Creates rhythmic sounds and movements</li> </ul>	<ul style="list-style-type: none"> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Experiments and creates movement in response to music, stories and ideas</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> <li>• Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props or creates imaginary ones to support play</li> <li>• Plays alongside other children who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>