

Name:

Reception Tracking 2015-2016

PSED	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
30-50 months	<ul style="list-style-type: none"> I can play in a group with my friends. I can make up ideas for things to do and games to play (building up a role-play activity with other children). I will initiate play and ask my friends to play with me. I can watch what my friends are doing and join in with them. I am friendly, talk to and make friends with other children and grown-ups I know. 	<ul style="list-style-type: none"> I choose the toys I want to play with and what I want to do with them with help from a grown up. I like it when you say things like "well done for eating all your dinner" or "thank you for putting the toys away" I like helping you when you are busy, like tidying away activities. I am beginning to talk to grown-ups I don't know when you are there and I will join in new things when you are with me. When we are playing, I will chat to my friends about my family I can ask grown-ups for help when I need it. I can tell my friends and grown-ups what I need, what I want, what I like to do and if I like or don't like something. I can tell you what I like to do and what I am good at doing, like drawing or running. 	<ul style="list-style-type: none"> I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. I know that sometimes my friends will want to have the resources I am playing with and need help from a grown up to help me share these with them I am beginning to understand that when adults are busy I can't always have everything I want, when I want it. I know that in different places I sometimes can't do things I want to do like running around or shouting.
40-60+ months	<ul style="list-style-type: none"> I like to talk with my friends and grown-ups and tell them what I know about the things they talk about. I can tell you what I know about things I like and ask grown-ups and my friends questions to find out more I can help my friends to be friends again when they fall out or are cross with each other. 	<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	<ul style="list-style-type: none"> I know that if I take my friend's activity or shout at them they might get upset or cross. When I make friends upset or cross I might get upset too or I might try to give them a hug I know what I should do to help myself and my friends share things, keep safe and be happy I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross
Early Learning Goal	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
Exceeding the Goal	<p>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that it is unacceptable.</p>	<p>Confident to speak to class group. Can talk about things they enjoy, are good at and about the things they don't find easy. They are resourceful in finding support when they need help or info. Can talk about plans they have made to carry out activities and what they might change if they were to repeat them</p>	<p>Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>

Autumn Term 1 Blue (Baseline) UTW - EA&D -	Spring Term 3 Orange -	Summer Term 5 Green -
Autumn Term 2 Yellow -	Spring Term 4 Pink -	Summer Term 6 Purple -

Communication & Language	Listening and attention	Understanding	Speaking
30-50 months	<ul style="list-style-type: none"> When I like what they are talking about, I listen to my friends. I listen to the stories you tell me and I talk about them later. When you read me stories, I join in with my favourite bits, like "Who's been sleeping in my bed?" when we are reading Goldilocks and the Three Bears. I stop what I am doing and listen when I hear you talk to me, or I hear the chime bar / bells / whistle. When you ask me to do something like "Come and put your coat on", I will do it if I am not really busy playing. 	<ul style="list-style-type: none"> When you ask me questions like "What do we need to cut the bread?" I know it's a knife. I understand prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. I can respond to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. I am beginning to understand when you ask me questions like "How can we clear up the water?" and "Why do you want to wear your hat today?" 	<ul style="list-style-type: none"> I am beginning to use longer sentences with words like "because" and "and" like. I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home". I can talk about what we are doing now and what might happen later or tomorrow. I ask lots of questions and answer your questions too. I can use a range of tenses - play, played, playing, will play etc. When I talk to you, sometimes I talk like a grown up and use intonation to make myself clear, like "I really, really need the toilet now". I can use lots of words about things that interest me, like "diplococus" and "brontosaurus" and I like to learn lots of new words. I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".
40-60+ months	<ul style="list-style-type: none"> When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. I can listen to what you tell me you want me to do and then I can do it. 	<ul style="list-style-type: none"> I can follow instructions that have more than one thing to do in a sequence Understands humour, e.g. nonsense rhymes, jokes. I can listen to and retell a simple story that is read to me without pictures or puppets I can listen to and follow ideas that my friends and other adults have 	<ul style="list-style-type: none"> I can use lots of words to tell you about something that I have made or something that I have done. I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. I can pretend to be different people and can pretend to do different things, like being a nurse or explorer. I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done. When I am playing I like to make up stories using what I know, what I have seen or what I have heard to help me.
Early Learning Goal	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group (eg assembly)</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Can carry out instructions which contain several parts in a sequence.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add info, express ideas or explain or justify actions or events,</p>
Exceeding the Goal			

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Physical Development	Moving and Handling	Health and Self-Care
30-50 months	<ul style="list-style-type: none"> • I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. • I can go up and down stairs and steps like a grown up, using one foot per step. • I can carry something carefully downstairs, usually stopping with two feet on each step. • I can run around, stopping, changing direction and slowing down so that I don't bump into things • When you show me how to stand on just one foot, I can copy you, just for a second without falling over. • I can catch a large ball when you throw it to me. • I can wave my arms or ribbons to make up and down lines and circles in the air. • I can use child scissors to make snips in paper. • I can hold my pencil near the bottom using my thumb and two fingers, not my whole hand. • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper. 	<ul style="list-style-type: none"> • I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep • I notice that when I am running, I get hot and I pant a bit. • I understand that I have to be careful when I am using children's scissors to snip or my knife to spread. • Most of the time, I remember to go to the toilet in time and I wipe myself. • I can wash and dry my own hands. • When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too.
40-60+ months	<ul style="list-style-type: none"> • I like to move in different ways like running, skipping, hopping, jumping or rolling. • I can jump off a step and land on the floor on two feet. • When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. • I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps. • I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. • I can use scissors to cut paper or cutters to make shapes from dough. • I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. • I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors. • When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and down. • I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters. • I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place. 	<ul style="list-style-type: none"> • I like to eat different types of fruit and vegetables and know that they are healthy. • I can go to the toilet by myself. • I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping. • I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends. • I can tidy toys away so that I don't fall over them and hurt myself. • I can use things like scissors and a hammer safely without help from a grown up.
Early Learning Goal	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Exceeding the Goal	Children can hop confidently and skip in time to music. They hold paper in position and use preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size.	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

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Literacy	Reading	Writing
30-50 months	<ul style="list-style-type: none"> • I like singing nursery rhymes and songs. • I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'. • I can clap my hands to match the sounds in words, like 2 claps for "he-lo". • I can listen and join in when we read books and sing rhymes. • I can join in with my favourite stories and guess what will happen next. • I know that stories have beginnings and endings and sometimes I guess how the story will end. • I can listen to longer stories and talk about them. • I can talk about the places and people in stories and the important things that are happening. • I like to look at the pictures and words in books. I can show you words when we are outdoors. • I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods. • I hold the book the right way up and turn the pages carefully when I look at it on my own. • I know that books can tell me things like the names of cars I am interested in. • I know that the words in the book tell me things and where the words start on the page. 	<ul style="list-style-type: none"> • Sometimes I can tell you about my drawings and paintings and what my writing means. • When I see your writing, I tell you what I think it means, like the shopping list says "beans and chips and ice cream". • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper.
40-60+ months	<ul style="list-style-type: none"> • I can tell you lots of words that rhyme with a word like "hat". • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word. I can find each of the letters I need to make the word. • I can link sounds to letters, naming and sounding the letters of the alphabet. • I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog". • I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. • I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. • When I am interested in things, I can look in books or on websites to find out more things. 	<ul style="list-style-type: none"> • I can tell you what the marks, shapes, letters and pictures that I make mean. • I know that when I say a word you can write it down and that the letters you use make up the word I have said. • Continues a rhyming string. • I can hear and tell you the first sound in a word when you say the word • I can say each of the sounds in a short word like "dog". When you say each of the sounds like "d-o-g" I can put the sounds together and tell you the word. • I can tell you the names and sounds of each of the letters in the alphabet. • I am beginning to use letters in my writing. Sometimes I write the right letters with the sounds I make as I say the word. • I can write my name, labels for things to sell when I am playing "shops" and short captions, like "my big car" to tell you what I have made with boxes. • I try to write short sentences like "I can jump" when I am making a book about me.
Early Learning Goal	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Exceeding the Goal	<p>Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Can describe the main events in simple stories they have read.</p>	<p>Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing.</p>
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Maths	Numbers	Shape, Space and measures
30-50 months	<ul style="list-style-type: none"> I can use some number names and words like "more than" and "fewer than", when I am playing. I can say numbers in order from 1 to 10. I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate. I use my fingers, pictures or marks to show you how many things there are. Sometimes I can match a numeral to the right number of things, like "3" to three balls. I am interested in numbers and I talk about them and ask you questions. I know when there are the same number of things, like 2 cakes, one for you and one for me. I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals. I talk about the numbers I see when we are outdoors. I am interested in making marks and calling them numbers. I know that I can count claps and jumps as well as things like apples and buses and dinosaurs. 	<ul style="list-style-type: none"> I like lining up shapes and fitting shapes and different things into boxes I see shapes when we are outdoors, like square windows and circles on tyres. I can use words like "under", and "next to" to describe where things are. I choose to play with different sorts of building sets and talk about what I am making. When I am doing puzzles, I look at the missing shapes to see what could fit. I am beginning to use words like "round" and "straight" when I talk about the shapes I see.
40-60+ months	<ul style="list-style-type: none"> I can recognise numbers that are important to me like my age or house number. I can recognise the numbers 1 to 5. I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. I can count the number of things on a page in a book or on a birthday card. I can count objects to 10, and I am beginning to count beyond 10. I can count out up to six objects from a larger group. I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. I can guess how many things I can see in a bucket and then count them to see how close my guess was. I can tell you which basket or bucket has got "more" or "fewer" things in. I can put two baskets of things together and tell you how many things I have altogether. I can tell you what "one more" is when you say a number. I can tell you what "one more" or "one less" is when you give me a group of up to 5 things, then up to 10 things. I can use words like "more", "add", "less" and "take away" I can use marks and pictures to show you my counting. I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend. 	<ul style="list-style-type: none"> I am beginning to use shape names like "circle", "square", "cube" and "cylinder". When I am playing on an obstacle course I can use words like "under", "behind", "on" or "in" to tell you where I am. I can tell you which thing is "heavy" and which thing is "light" when you give me 2 things. I can tell you which thing is "full" and which thing is "empty" when I am filling and emptying bottles and which thing is long or short. I can use things to make patterns, like buttons and bricks I am beginning to use words like "day", "night", "today", "tomorrow" and "this week" to talk about time. I am beginning to use words like "money", "pound" and "pence" when playing "shop". I know the order I put my clothes on and have breakfast. Orders and sequences familiar events. I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.
Early Learning Goal	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>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. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Exceeding the Goal	<p>Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.</p>	<p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
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Understanding the World	People & Communities	The World	Technology
30-50 months	<ul style="list-style-type: none"> • I am interested in the grown-ups I know and talk about where they live and what they do. • I can remember times that are special to me and talk about them, like the first day I got my scooter. • I can talk about people and times that are special to me and my family and friends, like "remember the party when we had fireworks and big bangs". • I am interested in the different jobs that grown-ups do, like fire fighters and doctors. • I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like "I don't eat meat" and "I go to the same swimming pool as my friends". • I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. • I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. 	<ul style="list-style-type: none"> • I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. • I can talk about plants and animals that interest me, like next door's dog that barks and the really tall tree in the park. • I talk about why things happen and how things work, like "where does all the bathwater go when it goes down the plughole?" • I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. • I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently. • I can talk about how things, like flowers or buildings look the same or look different. • I can talk about the patterns in things I see around me, like bricks or leaves. • I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. 	<ul style="list-style-type: none"> • I know how to operate simple equipment. I can turn on the DVD player and use remote controls. • I like toys with knobs and touch screens and real objects like cameras or mobile phones. • I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen. • I know that I can find out things that interest me from the computer, mobile phone or tablet.
40-60+ months	<ul style="list-style-type: none"> • I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. • I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. 	<ul style="list-style-type: none"> • I can talk about how things, like flowers or buildings look the same or look different. • I can talk about the patterns in things I see around me, like bricks or leaves. • I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. 	<ul style="list-style-type: none"> • I can use a painting program on the computer or tablet to draw a picture. • I can use different things like a digital microscope, camera or microphone with a computer. • I ask questions about how technology works. • I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work.
Early Learning Goal	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Exceeding the Goal	<p>Know difference between past and present events in own lives and some reasons why people's lives were different in the past. Know that others have different likes and dislikes and that they may be good at different things. Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>Children know that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area that they live in. Know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>Find out about and use a range of everyday technology. Select appropriate applications that support an identified need (eg how to record results or events)</p>

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Expressive Arts & Design	Exploring and using media and materials	Being imaginative
30-50 months	<ul style="list-style-type: none"> • I like joining in with dancing and ring games. • I can sing some familiar songs. • I am beginning to move with rhythm, especially when I hear music I like. • I can tap out simple repeated rhythms, especially to songs and rhymes I like. • I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. • I can mix paints together to make new colours. • I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. • I like to find out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. • I can use all sorts of building toys and empty cardboard boxes to make things. • I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. • I know that I can use tools like scissors, spoons and hammers to do different things. 	<ul style="list-style-type: none"> • I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing. • I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music. • I sing to myself and I change songs I know to make up my own songs and rhythms. • I notice the things that you do, like cooking and cleaning and I pretend to do the same. • When something special has happened to me, I pretend play it happening, like feeding the new baby or my first swimming lesson. • When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass. • I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips. • When we have done something exciting, I like to draw or paint a picture.
40-60+ months	<ul style="list-style-type: none"> • I have favourite songs and dances and can tell you which one I want when you ask me. • I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. • I can mix my own paint using powder or ready mixed paints. • I can choose the things like paper, material or ribbon that I want to use to make a picture. • I like to use lots of different things like paint, paper, wool and material to make a picture. • I can cut, stick and fold the things I want to use in my picture. • I can use building toys, like bricks, and boxes to make the thing I want to make. • I can use different things like scissors, masking tape, sticky tape, hole-punches and string to join and fix things together. • I can choose the things I want to use to make something. If my ideas don't work I can choose something else. 	<ul style="list-style-type: none"> • I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. • I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.
Early Learning Goal	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Exceeding the Goal	Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decision about how media and materials can be combined and changed.	Talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own work, recognising the differences between them and the strengths of others.
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