Progression of Skills and Knowledge Document for
Little Acorns Foundation Unit – Preschool ages 2-3 – All Areas

.Communication and Language						
Listening, Attention and Understanding.						
Listening to others	I can notice sounds and voices around me.	I can stop and look when someone is talking.	I can listen for a short time during play and activities.	I can listen to familiar songs, rhymes and stories.	I can join in with actions, words or sounds I know.	I am starting to listen to stories and songs for longer periods.. I can follow simple instructions with support.
Asking Questions	I can use sounds, gestures or single words to show what I want.	I can look at adults or point to things I am interested in.	I can use single words to ask for things.	I can begin to ask simple questions during play.	I can use words like "what's that?" or "where gone?".	I am beginning to ask simple "what" and "where" questions.
Having Conversations	I can copy sounds, words and facial expressions.	I can take turns making sounds and noises with others.	I can use single words alongside gestures during interactions.	I can respond to familiar people with words or sounds.	I can join in with simple back-and-forth interactions.	I can join in with short conversations.
Communication and Language						
Speaking						
Holding discussions with others	I can talk to familiar adults and children during play.	I can use words and short phrases to contribute my ideas.	I can listen to what another person says and respond.	I can talk about what I am doing during play.	I can join in with a simple discussion with a small group.	I can share my ideas with others in a small group.
Vocabulary and explanations	I can use a growing range of words to name familiar	I can use words linked to my interests, play and experiences.	I can try out new words that I hear during play and interactions.	I can use words to explain what I want, need or am doing.	I can use simple describing words during play.	I can begin to use short phrases to describe or explain something.

	people, objects and actions.					
Progression of a child's speech	I can use a growing range of words when I speak.	I can put words together to communicate my ideas.	I can use short phrases during play and everyday routines.	I can speak in simple sentences.	I can use longer sentences as my speech develops.	I can speak clearly enough for familiar adults to understand much of what I say.
Personal Social and Emotional Development						
Self-Regulation						
Managing own emotions and feelings	I can show and communicate a range of feelings in different ways.	I can use simple words such as *happy, sad* or *cross* to describe how I feel.	I can tell a familiar adult how I am feeling with support.	I can begin to recognise when I need help or comfort to manage a strong feeling.	I can begin to use familiar strategies with adult support to help me calm.	I can begin to recover from strong emotions and return to my play with support.
Understanding others emotions and feelings	I can notice how other people may be feeling.	I can recognise simple feelings such as happy, sad or upset in others.	I can begin to use simple words to describe how someone else is feeling.	I can recognise simple emotions in stories and pictures.	I can begin to show care or concern when another person is upset.	I can talk about why someone might be feeling a certain way with support.
Behaviour	I can follow simple routines with increasing independence.	I can follow simple nursery expectations with reminders.	I can respond to simple boundaries set by adults.	I can stop or change what I am doing when reminded by an adult.	I can begin to take turns and wait for short periods with support.	I can begin to understand why some simple boundaries and expectations are needed.
Personal Social and Emotional Development						
Managing Self						
Understanding myself, my	I can make choices about	I can express my likes and	I can talk about my favourite toys,	I can begin to explain why I like	I can talk about myself and things	I can begin to recognise and talk

preferences and emotions	what I would like to play with or do.	dislikes using words or short phrases.	activities or experiences.	or dislike something.	that are important to me.	different experiences make me feel.
Following rules	I can follow familiar routines with increasing independence.	I can follow simple instructions from familiar adults.	I can respond to simple boundaries during play and everyday routines.	I can begin to remember simple rules with reminders.	I can begin to understand that some things are not allowed.	I can begin to follow simple rules and expectations with adult support.
Managing my needs and feelings	I can use words or short phrases to communicate what I need.	I can use simple words to communicate how I am feeling.	I can begin to tell a familiar adult when I need help.	I can begin to recognise when I need comfort, reassurance or support.	I can begin to use familiar strategies with adult support to help me calm.	I can begin to talk about my needs and feelings with a familiar adult.
Personal Social and Emotional Development						
Building Relationships						
Confidence	I can explore familiar environments with growing confidence.	I can choose activities that interest me and begin to explore them independently.	I can move away from familiar adults during play while knowing I can return for reassurance.	I can try new experiences with reassurance and encouragement from an adult.	I can begin to approach unfamiliar activities or resources with adult support.	I can begin to explore and take part in familiar activities with increasing independence.
Friendships	I can seek out familiar children during play.	I can play alongside other children using similar toys or resources.	I can begin to join in simple games and activities with other children.	I can begin to interact with other children during play.	I can begin to share play experiences with familiar children.	I can begin to develop relationships with familiar children and show enjoyment in playing with them.
Other's and their feelings	I can recognise when another	I can use simple words to talk	I can begin to show concern when	I can begin to offer comfort or	I can recognise simple feelings in	I can begin to understand that

	person is happy, sad or upset.	about how another person may be feeling.	another person is upset.	help to another person.	other children during play.	o may have feelings that are different from my own.
Physical Development						
Gross Motor						
Running. Jogging and skip	I can run with increasing control and confidence.	I can change my speed when moving.	I can begin to change direction when running.	I can stop and start when running with increasing control.	I can begin to attempt simple jogging movements.	I can begin to attempt early skipping or step-hop movements with support.
Balance on wheeled resources	I can sit confidently on wheeled resources.	I can use my feet to move forwards on wheeled resources.	I can move forwards with increasing balance and control.	I can begin to steer wheeled resources around simple obstacles.	I can change direction while moving on wheeled resources.	I can stop, start and steer wheeled resources with increasing control.
Physical Fitness	I can take part in energetic play indoors and outdoors.	I can run, climb and move in different ways during active play.	I can join in with simple active games and movement activities.	I can keep moving during active play for increasing periods.	I can begin to adjust my speed and movement during energetic play.	I can show increasing strength, stamina and confidence during physical activity.
Throwing	I can throw objects forwards with increasing control.	I can throw a ball or other suitable object towards a target.	I can begin to aim when throwing.	I can throw objects in different directions.	I can begin to vary the force I use when throwing.	I can throw a ball towards another person with increasing accuracy.
Catching	I can watch and prepare for an	I can use both hands to catch a	I can catch a large ball by trapping it against my body.	I can begin to move my hands	I can catch a gently thrown	I can begin to catch from different short

	object moving towards me.	large ball from a short distance.		towards a ball as it approaches.	large ball with increasing success.	with increasing control.
Rolling	I can roll a ball forwards with increasing control.	I can roll a ball towards another person.	I can roll a ball towards a simple target.	I can begin to control the direction of a rolling ball.	I can begin to vary the force I use when rolling a ball.	I can roll a ball back and forth with another person with increasing accuracy.
Bat and striking	I can hold and use a simple bat or striking tool with increasing control.	I can swing a bat or striking tool towards a ball.	I can strike a stationary ball with increasing accuracy.	I can begin to strike a slowly moving ball.	I can begin to control the direction of a ball when striking it.	I can begin to vary the force of my strike to make a ball travel different distances.
Balance Bounce	I can bounce a ball on the ground with increasing control.	I can use one or both hands to bounce a large ball.	I can begin to control the direction of a bouncing ball.	I can begin to vary the force I use when bouncing a ball.	I can bounce a ball more than once with increasing control.	I can begin to bounce and regain control of a ball independently.
Kicking	I can kick a large stationary ball forwards.	I can kick a ball with increasing control.	I can kick a ball towards another person.	I can begin to kick a ball towards a simple target.	I can begin to control the direction of my kick.	I can begin to vary the force of my kick to move a ball different distances.
Rope Skills	I can hold and move a rope with increasing control.	I can move a rope in different directions using my hands and arms.	I can make different movements and shapes with a rope.	I can pull a rope towards me using both hands.	I can begin to pull a rope with another person.	I can use ropes in different ways during physical

						increasing coordination.
Jumping and landing	I can jump with both feet leaving the ground.	I can jump forwards a short distance.	I can land on two feet with increasing control.	I can bend my knees when preparing to jump and land.	I can jump from a low height with adult support.	I can jump and land with increasing balance and coordination.
Dancing- Movement	I can move my body in different ways in response to music.	I can change my movements as the music changes.	I can copy and remember a simple sequence of movements.	I can join in with familiar action songs and rhymes.	I can begin to choose my own movements when dancing.	I can dance alongside others with increasing coordination and confidence.
Dancing- Interpretation	I can respond to different types of music through movement.	I can change my movements in response to changes in music.	I can use movement to express how music makes me feel.	I can choose movements to represent familiar songs, ideas or characters.	I can respond to changes in speed, volume or mood through movement.	I can create my own simple movements to interpret music.
Gymnastics	I can move confidently in different ways during physical play.	I can combine movements such as crawling, climbing, stretching and balancing.	I can move over, under, around and through simple equipment with increasing control.	I can hold a simple balance for a short period.	I can climb onto and off low equipment with increasing independence.	I can begin to link two or more movements together in a simple sequence.
Physical Development						
Fine Motor Skills						

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Core strength and posture	I can maintain an upright posture during a range of activities.	I can maintain my balance while reaching, bending and turning.	I can move smoothly between sitting, standing and other positions.	I can use my core strength to balance during physical play.	I can squat, bend and return to standing with increasing control.	I can maintain a stable posture when climbing, balancing and moving.
Upper Arm and shoulder strength	I can use my arms and shoulders with increasing strength and control.	I can push and pull larger objects during play.	I can carry objects while moving around safely.	I can support some of my body weight through my arms during physical play.	I can reach, stretch and move my arms through a wide range of movements.	I can use both arms together with increasing coordination during active play.
Fine motor – wrist – arm and finger strength dexterity.	I can use my fingers and hands with increasing strength and control.	I can pick up and place small objects with increasing accuracy.	I can manipulate small objects using my fingers.	I can turn, twist, push and pull objects with increasing control.	I can use a pincer grip with increasing precision during play.	I can coordinate both hands during increasingly complex fine motor activities.
Using Scissors	I can hold child-safe scissors with increasing control.	I can open and close scissors using one hand.	I can use scissors to make simple snips in paper.	I can make several snips along the edge of paper.	I can begin to move scissors forwards through paper.	I can cut simple materials with increasing control and adult supervision.
Painting	I can hold and use painting tools with increasing control.	I can move brushes and other tools in different directions.	I can make different types of marks using paint.	I can use different movements to create lines, dots and other marks.	I can begin to use smaller, more controlled movements when painting.	I can use painting tools purposefully to create marks and shapes.
Using Cutlery	I can hold and use a spoon with increasing control.	I can scoop food onto a spoon with increasing accuracy.	I can feed myself using a spoon with increasing independence.	I can begin to use a fork to pick up suitable foods.	I can use a spoon and fork appropriately for different foods.	I can use cutlery during mealtimes with increasing

						independence and control.
Holding a pencil	I can hold mark-making tools with increasing control.	I can adjust my grip to control a pencil, crayon or other tool.	I can use controlled hand and wrist movements when making marks.	I can make smaller and more controlled marks.	I can begin to use my fingers as well as my hand and wrist to control a tool.	I can use mark-making tools purposefully with increasing precision.
Hand dominance	I can begin to show a preference for one hand during some activities.	I can use the same hand more often for familiar tasks.	I can use one hand to manipulate an object while the other hand supports it.	I can show a preferred hand during some mark-making and tool activities.	I can use my preferred hand with increasing control during familiar activities.	I can begin to develop a more consistent hand preference while still using both hands together.
Drawing	I can use drawing tools with increasing control.	I can make different types of marks, such as lines, dots and circles.	I can begin to control the direction and size of my marks.	I can begin to give meaning to the marks and drawings I make.	I can begin to draw simple shapes and forms.	I can create simple drawings to represent familiar people, objects or experiences.
Letter Formation	I can use mark-making tools with increasing control.	I can make a range of lines, curves and circular movements.	I can begin to copy simple lines and shapes.	I can begin to make marks that resemble familiar letter shapes.	I can attempt to form some familiar letters during meaningful play.	I can begin to form some letters from my name with support.
Literacy						
Reading - Word Reading and awareness						
Verbal rhyming and alliteration	I can join in with familiar rhymes and repeated phrases.	I can recognise when familiar words sound the same.	I can begin to complete a familiar rhyming phrase.	I can explore making up or copying simple rhyming words.	I can notice when words begin with the same sound.	I can join in with simple alliterative sound play.



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Joining in with stories read to me.	I can listen to familiar stories for increasing periods of time.	I can join in with repeated words and phrases in familiar stories.	I can anticipate what might happen next in a familiar story.	I can respond to simple questions about a story.	I can talk about familiar pictures, characters or events in a story.	I or act out simple parts of a familiar story with support.
Recognising print and books.	I can recognise familiar books by their pictures or covers.	I can hold a book the correct way up.	I can turn pages one at a time with increasing control.	I can begin to notice that print carries meaning.	I can recognise some familiar signs, logos or symbols in my environment.	I can begin to distinguish between pictures and print in books.
Common exception words	I can recognise and respond to a growing range of familiar spoken words.	I can join in with familiar words and phrases in songs, rhymes and stories.	I can repeat familiar words and phrases from stories and conversations.	I can begin to notice familiar words when they are shown in print.	I can recognise a small number of personally meaningful printed words, such as my name.	I can begin to understand that some familiar spoken words can also be represented in print.
Reading fluently	I can listen to stories and rhymes for increasing periods of time.	I can follow a familiar story as it is read aloud.	I can join in with repeated words and phrases in familiar stories.	I can anticipate familiar words or phrases in stories and rhymes.	I can use pictures to help me follow and understand a story.	I can retell familiar parts of a story using words, actions or pictures.
Literacy						
Comprehension						
Questioning	I can answer simple questions about a familiar story.	I can respond to questions using words or short phrases.	I can answer simple "who", "what" and "where" questions about a story.	I can talk about what is happening in a picture when prompted.	I can begin to predict what might happen next when asked.	I can begin to ask simple questions about pictures, characters or events in a story.

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Vocabulary	I can understand a growing range of words linked to everyday experiences.	I can use a growing range of words during play and conversations.	I can use words to name people, objects and actions.	I can begin to use describing words during play and conversations.	I can begin to understand and use new words heard in stories and play.	I can use new vocabulary in different play and everyday situations.
Inference	I can use pictures to understand what is happening in a story.	I can talk about what I think is happening in a picture.	I can begin to work out how a character might be feeling from a picture.	I can begin to explain why something might be happening in a story.	I can use pictures and what I have heard to make simple predictions.	I can begin to use clues from pictures and stories to suggest what might happen next.
Prediction	I can recognise and anticipate familiar parts of stories.	I can join in with words, sounds or actions that I know are coming next.	I can use pictures to suggest what might happen next.	I can make a simple prediction about what might happen next in a familiar story.	I can talk about what I think might happen next when prompted.	I can begin to give a simple reason for my prediction using pictures or events in the story.
Explaining	I can use words and short phrases to talk	I can describe what is happening in a picture.	I can talk about what a character is doing in a story.	I can begin to explain why something has	I can connect events in a story using simple words and phrases.	I can give a simple explanation about a picture or story with support.

	about pictures and stories.			happened in a familiar story.		
Retrieval	I can remember and talk about familiar characters or events from a story.	I can find a particular character, object or event in a familiar book.	I can answer simple questions about what happened in a familiar story.	I can recall what a familiar character did in a story.	I can recall simple details from a story after it has been read.	I can use words or short phrases to retell key parts of a familiar story.
Sequencing	I can remember two or more events from a familiar story.	I can talk about what happened first and what happened next.	I can put two familiar story events in the correct order with support.	I can sequence simple story pictures in the correct order.	I can use words such as "first", "next" and "then" when talking about a story.	I can retell a simple familiar story in sequence with adult support.
Literacy						
Writing						
Early Steps	I can choose and use different tools and materials to make marks.	I can make a range of marks using different movements and tools.	I can begin to control the direction and size of my marks.	I can use lines, circles, dots and other marks during my play.	I can begin to give meaning to the marks I make.	I can use mark making purposefully to represent ideas or experiences.
Making Marks	I can use mark-making tools with increasing control.	I can make lines, dots, circles and other marks.	I can vary the size and direction of the marks I make.	I can use different movements to create different types of marks.	I can make marks with increasing purpose and control.	I can begin to use marks to represent something that is meaningful to me.
Developing Writing **Representing Sounds in Words**	I can notice some of the sounds I hear in familiar words.	I can identify the first sound in some familiar words with support.	I can say a sound that I hear at the beginning of a familiar word.	I can begin to connect some spoken sounds with familiar letters or marks.	I can begin to use marks or letter-like shapes to represent sounds.	I can begin to use a familiar letter to represent a sound when mark making.

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Text forms and purposes	I can recognise that different types of print are used for different purposes.	I can recognise familiar signs, labels and symbols and begin to understand what they mean.	I can explore different types of books, such as stories and information books.	I can begin to understand that print carries meaning.	I can begin to understand that writing can be used for different purposes, such as labels, lists and messages.	I can begin to use marks or writing in my play for a simple purpose.
Developing Writing Sentences	I can join words together to make short phrases and simple sentences.	I can use simple sentences to talk about what I am doing.	I can use simple sentences to share my ideas during play.	I can use simple sentences during pretend play and conversations.	I can begin to add describing words to my spoken sentences.	I can say a simple sentence that an adult can help me represent through marks or writing.
Developing Fluency, Stamina and Sequence	I can make marks for increasing periods of time.	I can create a sequence of different marks during an activity.	I can repeat and combine familiar marks with increasing control.	I can continue a mark-making activity for longer periods.	I can return to and continue a previous piece of mark making.	I can begin to organise my marks in a purposeful sequence to represent an idea.
Story Mapping	I can recognise key characters, objects and events in a familiar story.	I can use pictures or objects to represent parts of a familiar story.	I can put two or more familiar story events into a simple sequence.	I can use a simple story map to help me recall what happened.	I can talk about the beginning, middle and end of a familiar story with support.	I can use pictures, props or marks to create a simple representation of a familiar story.
Handwriting on Paper	I can use mark-making tools on paper with increasing control.	I can make lines, dots, circles and other marks on paper.	I can begin to control the size and direction of my marks.	I can use smaller hand and finger movements when making marks.	I can begin to make letter-like shapes and familiar forms on paper.	I can use marks on paper purposefully to represent ideas or meanings.
Maths						

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Early Number Sense						
Object Counting	I can count a small group of objects with adult support.	I can begin to say one number word for each object as I count.	I can count objects by touching or moving each one.	I can begin to understand that the last number I say tells me how many objects there are.	I can count small groups of objects during play and everyday routines.	I can begin to answer "how many?" by counting a small group of objects.
Matching quantities and numerals - Counting sets of objects.	I can count small sets of objects with adult support.	I can match a small group of objects to another group.	I can begin to match a small quantity to the correct numeral with support.	I can count objects and choose the matching numeral for small quantities.	I can begin to recognise numerals linked to familiar quantities during play.	I can match quantities and numerals during practical play and everyday routines.
Perceptual Subitising	I can recognise one object without needing to count.	I can recognise two objects without needing to count.	I can begin to recognise three objects without needing to count.	I can recognise familiar arrangements of one, two or three objects.	I can say how many objects I can see in a small group without counting each one.	I can use perceptual subitising during practical play with small groups of objects.
Counting pictures that cannot be moved	I can count a small group of pictured objects with adult support.	I can point to each pictured object as I count.	I can begin to say one number word for each pictured object.	I can keep track of which pictured objects I have already counted.	I can count pictured objects arranged in different ways.	I can begin to answer "how many?" after counting a small group of pictured objects.
Counting Objects - Counting Beyond Ten	I can join in with longer counting sequences.	I can say a sequence of number words beyond five.	I can begin to join in with counting towards ten.	I can join in with number sequences that extend beyond ten.	I can enjoy number songs and rhymes that include numbers beyond ten.	I can begin to use longer number sequences during play and everyday routines.

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Counting Objects - Counting in 10s	I can notice when objects are arranged in larger groups.	I can help to organise objects into groups during play.	I can join in as an adult counts groups of objects.	I can join in with repeated counting patterns and number sequences.	I can begin to hear the pattern when counting in tens.	I [illegible] with counting in tens through songs, rhymes and practical play.
Counting Objects - Mathematical Representations and Graphics.	I can recognise that pictures and marks can represent objects and quantities.	I can match a small group of objects to a picture showing the same quantity.	I can use objects, pictures and marks to represent small quantities.	I can make simple marks to represent objects I have counted.	I can begin to recognise some familiar numerals in meaningful contexts.	I can begin to use my own pictures, marks and symbols to represent mathematical ideas.
Counting Objects - Mathematical Representations	I can use objects to represent small quantities during play.	I can arrange objects to represent a small group or quantity.	I can match real objects to pictures that represent them.	I can match a small quantity of objects to a representation of the same quantity.	I can begin to understand that objects, pictures and symbols can represent quantities.	I can use different representations to explore and show small quantities during play.
Counting Objects -Comparing quantities	I can compare two small groups of objects.	I can recognise which of two groups has more objects.	I can recognise which of two groups has fewer objects.	I can use words such as "more", "fewer" and "same" when comparing quantities.	I can notice when two groups have the same number of objects.	I can compare quantities during practical play and everyday routines.
Maths						
Numbers Reading and Writing						
Reading and ordering numerals	I can recognise some familiar numerals.	I can begin to name some numerals that I recognise.	I can match some familiar numerals to small quantities.	I can begin to find a requested numeral from a small selection.	I can begin to place a small selection of familiar numerals in order.	I can use and recognise numerals during practical play and everyday routines.

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Ordering numerals	I can recognise some familiar numerals.	I can find a familiar numeral from a small selection.	I can begin to arrange two or three familiar numerals in order.	I can recognise when a familiar numeral is missing from a simple sequence.	I can begin to continue a simple sequence of familiar numerals.	I a small selection of familiar numerals with support.
Recording numerals	I can notice numerals and number symbols in my environment.	I can explore making marks that represent numbers and quantities.	I can make number-like marks during play.	I can begin to copy some familiar numeral shapes with support.	I can begin to give meaning to the number marks I make.	I can use marks and emerging numeral forms during meaningful play and activities.
Maths						
Ordering Numbers and Number Representations						
Ordering pictorial number representations.	I can recognise pictures showing different small quantities.	I can compare two pictorial representations and notice which shows more or fewer.	I can match pictures that represent the same quantity.	I can begin to arrange pictures showing small quantities in order.	I can order pictorial representations from fewer to more.	I can explore and continue simple sequences of pictorial number representations.
Ordinal Numbers	I can understand that objects and people can have a position in an order.	I can understand and use words such as "first", "next" and "last".	I can identify which object or person is first or last in a simple sequence.	I can arrange a small number of objects in an order during play.	I can talk about the order of events using ordinal language.	I can use ordinal language during practical play, stories and everyday routines.
Ordering numerals	I can recognise some familiar numerals.	I can begin to name some numerals that I recognise.	I can begin to understand that numerals represent quantities.	I can find a requested numeral from a small selection.	I can begin to arrange a small selection of familiar numerals in order.	I can order familiar numerals during practical play with support.
Maths						

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Finding one less and subtraction						
Finding one less/ one fewer (objects)	I can notice when there is one fewer object in a small group.	I can take one object away from a small group.	I can count a small group before and after one object is taken away.	I can begin to say how many objects remain after taking one away.	I can begin to find one less than a small quantity using practical objects.	I can explore one less or one fewer during practical play, songs and everyday routines.
Rote counting backwards	I can join in with familiar countdown songs and rhymes.	I can begin to say some number words in backwards order.	I can join in with a simple countdown from a small number.	I can begin to continue a familiar backwards number sequence.	I can use backwards number sequences during songs, games and play.	I can begin to rote count backwards from a small number with adult support.
Counting Back	I can begin to count back from a small number with adult support.	I can say some number words in the correct backwards order.	I can count back as objects are removed one at a time.	I can begin to connect counting back with a decreasing quantity.	I can use objects to support me when counting back from a small number.	I can use counting back during practical play, songs and everyday routines.
Subtraction - Removing items	I can take one or more objects away from a small group.	I can notice that the quantity becomes smaller when objects are removed.	I can count how many objects are left after some have been removed.	I can begin to say how many objects remain after taking some away.	I can solve simple practical subtraction problems by removing objects.	I can use words such as "take away", "fewer" and "left" during practical play.
Problem Solving with subtraction	I can begin to solve simple taking-away problems using objects.	I can work out how many objects are left after one is taken away.	I can use practical objects to find the answer to a simple subtraction problem.	I can begin to predict how many will be left before removing an object.	I can check my answer by counting the objects that remain.	I can solve simple subtraction problems during play and everyday routines with support.
Maths						
Finding one more and Addition						

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Finding one more	I can add one object to a small group.	I can notice that a quantity becomes larger when one more is added.	I can count a small group before and after adding one more.	I can begin to say how many objects there are after adding one more.	I can begin to find one more than a small quantity using practical objects.	explore finding one more during practical play, songs and everyday routines.
Rote counting forwards	I can add one object to a small group.	I can notice that a quantity becomes larger when one more is added.	I can count a small group before and after adding one more.	I can begin to say how many objects there are after adding one more.	I can begin to find one more than a small quantity using practical objects.	I can explore finding one more during practical play, songs and everyday routines.
Counting On	I can count a small group of objects from the beginning.	I can begin to continue a familiar number sequence from a given number.	I can begin to count on when another object is added to a group.	I can say the next number in a familiar counting sequence.	I can begin to count on from a small number rather than always starting at one.	I can use counting on during practical play and everyday routines with support.
Addition - combining sets of objects	I can combine two small groups of objects.	I can notice that combining groups makes a larger group.	I can count the objects after combining two small groups.	I can begin to say how many objects there are altogether.	I can use objects to solve simple practical addition problems.	I can use words such as "add", "more" and "altogether" during practical play.
Addition using the Part-Part-Whole Model	I can separate a small group of objects into two parts.	I can bring two parts together to make a whole group.	I can notice that the same group of objects can be separated in different ways.	I can count the objects in each part and then count the whole group.	I can begin to understand that two parts can be combined to make a whole.	I can use practical objects to explore simple part-part-whole problems during play.
Addition - First, Then and Now Stories	I can follow a simple "first, then and now" number story.	I can identify how many objects there	I can add objects to show what happens next in a story.	I can count the objects to find how many there are now.	I can begin to use the words "first", "then" and "now" to	I can use practical objects to solve simple "first, then and

		are at the start of a story.			describe a simple addition story.	addition stories.
Maths						
Number bonds and problem solving						
Number Bonds	I can explore different ways of separating a small group of objects.	I can put two small groups together to make a whole group.	I can notice that the same quantity can be split into different parts.	I can count the objects in each part and in the whole group.	I can begin to recognise familiar combinations that make a small total.	I can use practical objects to explore simple number bonds during play.
Problem Solving	I can notice when I encounter a simple problem during play.	I can try different ways to solve a simple problem.	I can use objects and materials in different ways to achieve a goal.	I can begin to choose a strategy that might help solve a problem.	I can keep trying when my first idea does not work.	I can begin to solve simple problems independently during play.
Maths						
Comparison						
More than/less than	I can compare two small groups of objects.	I can recognise which of two groups has more objects.	I can recognise which of two groups has fewer objects.	I can use the words "more" and "less" when comparing quantities.	I can begin to make a group that has more or fewer objects than another group.	I can compare quantities using "more" and "less" during practical play and everyday routines.
Identify groups with the same number of things	I can compare two small groups of objects.	I can notice when two groups have the same number of objects.	I can match groups that contain the same number of objects.	I can count objects to check whether two groups have the same number.	I can make a group with the same number of objects as another group.	I can use words such as "same" and "equal" when comparing small groups during play.



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Comparing numbers/quantities	I can compare two small quantities during play.	I can recognise which of two groups has more objects.	I can recognise which of two groups has fewer objects.	I can recognise when two small groups contain the same quantity.	I can use words such as "more", "fewer" and "same" when comparing quantities.	I can use counting to help me compare small quantities during practical play.
Maths						
Doubling						
<u>Identifying/ Finding</u> sets that have been doubled and sets that have not been doubled.	I can compare two small groups of objects.	I can notice when two groups contain the same number of objects.	I can make two groups containing the same number of objects.	I can begin to understand that a double is two equal groups.	I can identify when a small quantity has been doubled.	I can begin to identify which sets show a double and which do not.
Understand how to make sets the same in order to double them.	I can compare two small groups of objects.	I can notice when two groups have the same number of objects.	I can match objects one-to-one to make two groups the same.	I can add an object to make two groups equal.	I can remove an object to make two groups equal.	I can begin to understand that two equal groups can represent a double.
Combine two sets of objects to double a number and count to find an answer.	I can make two small groups with the same number of objects.	I can combine two equal groups to make a double.	I can notice that the combined group has twice as many objects.	I can count the objects after combining two equal groups.	I can begin to find the total when a small quantity is doubled.	I can use practical objects to explore doubling and count to find the answer.
Combine two numbers (numerals) to double a number. – Developing mental recall.	I can recognise some familiar numerals during play.	I can match a familiar numeral to a small quantity of objects.	I can recognise when the same numeral is shown twice.	I can begin to understand that doubling means combining two of the same quantity.	I can begin to recall some simple doubles through familiar songs, games and repeated experiences.	I can begin to say the total for a familiar small double without counting all the objects.

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Maths						
Sharing and Halving						
Sharing	I can share objects between two or more people with support.	I can give one object to each person during practical play.	I can begin to share a small group of objects between people.	I can notice whether everyone has received an object.	I can begin to share objects so that each person has the same amount.	I can explore fair sharing using practical objects during play and everyday routines.
Halving	I can split a small group of objects into two groups.	I can share objects between two groups one at a time.	I can notice when two groups contain the same number of objects.	I can adjust the groups to make both parts equal.	I can begin to understand that a half is one of two equal parts.	I can use practical objects to find half of a small quantity with support.
Splitting - Part-Part Whole Model	I can separate a small group of objects into two parts.	I can notice that the two parts still make up the whole group.	I can count the objects in each part after splitting a group.	I can explore different ways of splitting the same group into two parts.	I can begin to understand that a whole can be split into different parts.	I can use practical objects to explore part-part-whole relationships during play.
Pairing up – odds and evens	I can make pairs from a small group of objects.	I can arrange objects into groups of two.	I can notice when all the objects can be paired.	I can notice when there is one object left over after making pairs.	I can begin to understand that some quantities can be grouped into pairs with none left over.	I can explore odd and even quantities practically by pairing objects during play.
Maths						
Shape						
Naming and identifying 2D Shapes	I can recognise some familiar 2D shapes.	I can begin to name familiar 2D shapes such as circles,	I can find a named 2D shape from a small selection.	I can match and sort familiar 2D shapes.	I can recognise familiar 2D shapes in different sizes and orientations.	I can identify and name familiar 2D shapes in my environment and during play.

		squares and triangles.				
Naming and identifying 3D Shapes	I can recognise some familiar 3D shapes.	I can begin to name familiar 3D shapes such as spheres and cubes.	I can find a named 3D shape from a small selection.	I can match and sort familiar 3D shapes.	I can recognise familiar 3D shapes in real objects in my environment.	I can identify and name familiar 3D shapes during practical play.
Describing Shapes	I can describe familiar shapes using simple words.	I can talk about whether a shape is round or has straight sides.	I can begin to talk about the sides and corners of familiar shapes.	I can compare two shapes and describe how they are the same or different.	I can use simple shape language when sorting and matching shapes.	I can describe the shapes I notice in objects and my environment.
Spatial Reasoning	I can move and position objects purposefully in different spaces.	I can use positional words such as "in", "on", "under" and "beside" during play.	I can work out how to fit objects into particular spaces.	I can move objects around or through simple obstacles.	I can turn and reposition objects to explore how they fit together.	I can use spatial reasoning to solve simple practical problems during play.
Using 2D shapes to make pictures.	I can choose 2D shapes to use when making a simple picture.	I can arrange shapes purposefully to represent familiar objects.	I can combine different 2D shapes to create a picture.	I can move, turn and reposition shapes to develop my picture.	I can talk about the shapes I have used in my picture.	I can create my own pictures and designs using a range of 2D shapes.
Combining shapes to make new shapes - spatial reasoning	I can combine two or more shapes to make a new shape.	I can notice that shapes can be joined to create different shapes.	I can turn and reposition shapes to see how they fit together.	I can explore different ways of combining the same shapes.	I can recognise some new shapes created by combining familiar shapes.	I can use spatial reasoning to combine shapes and create my own arrangements and designs.
Maths						
Patterns (Shape)						

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Repeating Patterns	I can recognise a simple repeating pattern.	I can copy a simple repeating pattern using objects, colours or actions.	I can continue a simple repeating pattern.	I can notice when something is missing or different in a familiar pattern.	I can create my own simple repeating pattern using familiar objects or actions.	I can talk about what comes next in a simple repeating pattern.
Symmetrical pictures and models (Reflective Symmetry)	I can notice when two sides of a picture or model look the same.	I can match shapes and objects on either side of a simple arrangement.	I can place matching objects on opposite sides of a simple arrangement.	I can begin to complete a simple symmetrical picture or model.	I can create a simple symmetrical arrangement using practical objects.	I can begin to recognise reflective symmetry in familiar pictures, objects and models.
Maths						
Measures (Weight)						
Comparing Weights	I can compare the weight of two objects by holding or lifting them.	I can identify which of two objects is heavier.	I can identify which of two objects is lighter.	I can use the words "heavy", "light", "heavier" and "lighter" when comparing objects.	I can begin to predict which object will be heavier or lighter before testing it.	I can compare and order a small selection of objects by weight through practical play.
Using balances	I can place objects onto both sides of a simple balance.	I can notice which side of a balance moves down or up.	I can use a balance to compare the weight of two objects.	I can identify which object is heavier or lighter using a balance.	I can begin to predict what will happen before placing objects on a balance.	I can use words such as "heavy", "light", "heavier" and "lighter" when using a balance.
Using mathematical language to describe measuring weight	I can use words such as "heavy" and "light" to describe objects.	I can compare two objects using the words "heavier" and "lighter".	I can describe which of two objects is heavier or lighter.	I can use weight language when exploring objects with a balance.	I can begin to explain how I know that one object is heavier or lighter than another.	I can use mathematical language about weight during play

						everyday experiences.
Using numbers and values to represent my measuring work	I can use numbers to describe the results of simple measuring activities.	I can count units or objects used when measuring.	I can begin to recognise that a number can represent a measurement.	I can match a simple measurement to the corresponding numeral.	I can begin to record a simple measurement using a numeral or number mark.	I can talk about my measuring using numbers and simple mathematical language.
Maths						
Measures (Length and Width)						
Comparing Lengths	I can compare the lengths of two objects.	I can identify which of two objects is longer.	I can identify which of two objects is shorter.	I can use the words "longer" and "shorter" when comparing objects.	I can begin to order a small selection of objects by length.	I can compare and describe lengths during practical play and everyday routines.
Direct Comparison of length	I can place two objects side by side to compare their lengths.	I can line up the ends of two objects to compare them accurately.	I can identify which of two objects is longer.	I can identify which of two objects is shorter.	I can recognise when two objects are the same length.	I can use words such as "longer", "shorter" and "same length" when making direct comparisons.
Using mathematical language to describe measuring length	I can use words such as "long" and "short" to describe objects.	I can compare two objects using the words "longer" and "shorter".	I can describe which of two objects is longer or shorter.	I can use the phrase "same length" when two objects are equal in length.	I can begin to explain how I know that one object is longer or shorter than another.	I can use mathematical language about length during measuring activities and everyday play.



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Using mathematical language to describe measuring height	I can use words such as "tall" and "short" to describe height.	I can compare two objects using the words "taller" and "shorter".	I can describe which of two objects is taller or shorter.	I can use the phrase "same height" when two objects are equal in height.	I can begin to explain how I know that one object is taller or shorter than another.	mathematical language about height during measuring activities and everyday play.
Using numbers and values to represent my measuring work	I can use numbers to describe the results of simple measuring activities.	I can count objects or units used when measuring.	I can begin to recognise that a number can represent a measurement.	I can match a simple measurement to the corresponding numeral.	I can begin to record a simple measurement using a numeral or number mark.	I can talk about my measuring using numbers and simple mathematical language.
Maths						
Measures (Time)						
Using language to describe the passing of time	I can use simple time words to talk about familiar events and routines.	I can use words such as "now", "next" and "later" in familiar contexts.	I can talk about what is happening now and what will happen next.	I can begin to use words such as "before" and "after" to describe events.	I can begin to talk about events that have already happened and events that will happen.	I can use simple time language to describe the sequence and passing of time during everyday experiences.
Measuring time: Sequencing familiar events/the day	I can recognise the order of familiar events in my day.	I can sequence two or three familiar events in the correct order.	I can talk about what happens first, next and last.	I can arrange pictures of familiar daily events into a simple sequence.	I can begin to explain what happens before or after a familiar event.	I can use simple time language to describe the sequence of events in my day.
Days of the Week	I can recognise some familiar	I can begin to name some days of the week.	I can begin to understand that	I can join in with saying the days of	I can begin to use words such as "today" and	I can talk about familiar events

	days of the week.		different days have different names.	the week in sequence.	"tomorrow" when talking about familiar events.	t on particular days.
Maths						
Measures (Capacity)						
Vocabulary for filling	I can use words such as "full" and "empty" to describe containers.	I can use words such as "more" and "less" when filling containers.	I can begin to use words such as "half full" and "nearly full" during play.	I can compare how full two containers are using simple mathematical language.	I can describe what happens as I fill and empty different containers.	I can use vocabulary about filling during practical and sensory play.
Comparing capacities	I can compare the capacities of two different containers.	I can notice that different containers can hold different amounts.	I can identify which of two containers holds more.	I can identify which of two containers holds less.	I can begin to predict which container will hold more or less before testing it.	I can use words such as "more", "less" and "same" when comparing capacities.
Comparing volume	I can compare the volume of material in two containers.	I can identify which container has more or less in it.	I can recognise when two containers have the same amount in them.	I can use words such as "more", "less" and "same" when comparing volume.	I can begin to predict which container has more or less before comparing them.	I can compare volumes during practical pouring, filling and emptying activities.
Understanding the World						
Past and Present						
Finding out about the past and comparing to the present	I can talk about familiar people and events shown in photographs.	I can recognise photographs of myself when I was younger.	I can talk about simple events that happened in the past.	I can notice simple differences between photographs of the past and the present.	I can use simple words such as "before", "then" and "now" when talking about past and present.	I can begin to compare how people, objects or familiar experiences have changed over time.

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Understanding families and sequence memories	I can talk about members of my family and people who are important to me.	I can talk about familiar experiences I have shared with my family.	I can remember and talk about something that has happened to me.	I can begin to put two or three familiar events in the order they happened.	I can use photographs or objects to help me recall and sequence a familiar experience.	simple words such as "first", "next" and "then" when talking about my memories.
Sequences in time - vocabulary	I can use simple time words to describe familiar events and routines.	I can use words such as "now", "next" and "later".	I can use words such as "first", "next" and "then" to describe a sequence.	I can begin to use "before" and "after" when talking about familiar events.	I can talk about something that has already happened and something that will happen later.	I can use sequencing and time vocabulary when talking about familiar experiences.
Understanding the World						
People, Culture and Communities						
Celebrations	I can recognise and name some familiar celebrations.	I can talk about some of the ways my family or setting celebrates special occasions.	I can notice that families and communities may celebrate in different ways.	I can talk about some of the objects, food, music or traditions associated with familiar celebrations.	I can share simple memories of celebrations I have experienced.	I can take part in and talk about a range of celebrations experienced within my setting and community.
Places of worship	I can recognise that some places are special to people and communities.	I can recognise and name some familiar places of worship.	I can talk about some things people might see or do in a place of worship.	I can notice some similarities and differences between places of worship.	I can understand that different people may visit different places of worship.	I can talk about places that are special to me and recognise that other people may have different special places.
Beliefs	I can begin to understand that people may have	I can talk about some beliefs and	I can recognise some objects, stories or	I can understand that some things may	I can notice some similarities and	I can talk about my own experiences

	different beliefs and traditions.	traditions that are important to different people.	practices associated with different beliefs.	be special or important because of a person's beliefs.	differences in the ways people express their beliefs.	recognising that other people may have different beliefs and traditions.
Homes	I can recognise and name different types of homes.	I can talk about some of the features of different homes.	I can notice similarities and differences between different homes.	I can talk about my own home and recognise that other people may live in different types of homes.	I can use simple words to describe where people live and features of their homes.	I can understand that homes may look different but provide places for people to live, rest and spend time together.
Features of places	I can recognise and name some familiar places in my local environment.	I can talk about some of the features I notice in different places.	I can notice similarities and differences between familiar places.	I can identify simple features such as houses, shops, roads, parks and natural spaces.	I can begin to describe what I might see or find in different places.	I can use simple geographical language to describe familiar places and their features.
Using maps and following directions	I can follow simple directions to move around familiar spaces.	I can use simple positional and directional words such as "under", "over", "through" and "next to".	I can follow a simple route from one familiar place to another.	I can recognise familiar features represented on a simple map or plan.	I can use a simple picture map to help me find a familiar place or object.	I can begin to create simple maps or routes through drawing, construction or small world play.
Naming places	I can recognise and name a	I can name places such as home,	I can name familiar places shown in	I can talk about places that I visit with my	I can recognise familiar places in my	I can use the names of familiar

	range of familiar places.	nursery, park and shop.	photographs and pictures.	family or setting.	environment.	when talking about my experiences and local environment.
Human Geography	I can recognise and name different places in my local environment.	I can talk about some of the features of places such as homes, shops, parks and roads.	I can notice that people use different places for different purposes.	I can identify some human features such as houses, shops, schools and roads.	I can talk about some of the things people do in different places.	I can notice similarities and differences between human features in familiar places.
Understanding the World						
The Natural World						
Changes	I can recognise and talk about changes I observe in familiar objects, materials and environments.	I can describe simple changes using words such as "before", "after", "same" and "different".	I can talk about how something has changed over time.	I can compare what something was like before and after a change.	I can begin to notice patterns of change in familiar experiences, such as growth and the seasons.	I can begin to explain what I notice when changes happen during play and exploration.
Materials	I can recognise and name some familiar materials.	I can describe materials using words such as "hard", "soft",	I can compare two materials and talk about how they are similar or different.	I can notice that different materials behave in different ways.	I can explore why some materials are more suitable for particular purposes than	I can talk about what happens when I manipulate and change different

		"rough" and "smooth".			others.	materials.
Forces and Movement	I can explore how pushing and pulling affect the way objects move.	I can notice that the strength of a push or pull can change how an object moves.	I can explore making objects move faster, slower, further or in different directions.	I can compare how different objects move when pushed, pulled, rolled or dropped.	I can begin to predict what might happen when I push, pull or release an object.	I can talk about what I notice when exploring forces and movement during play.
Seasonal change	I can recognise and talk about different types of weather.	I can use simple words to describe the weather and seasonal changes I observe.	I can notice and describe changes in trees, plants and the natural environment across the seasons.	I can recognise some features associated with different seasons.	I can begin to recognise that the seasons change throughout the year.	I can talk about how seasonal changes affect what I see, experience and do outdoors.
Living things – animals	I can recognise and name a range of familiar animals.	I can talk about some simple features of different animals.	I can match some animals to the sounds they make.	I can notice similarities and differences between different animals.	I can begin to talk about where different animals live and what they need.	I can begin to understand that animals are living things that need food, water and care.
Living things - plants	I can recognise and name some familiar plants, flowers and trees.	I can identify simple parts of a plant, such as the leaf, flower	I can notice similarities and differences between different plants.	I can talk about some of the changes I observe as plants grow.	I can begin to understand that plants need water and light to grow.	I can care for plants by helping to plant, water and look

		and stem.				them.
Expressive Art & Design						
Art						
Control of paintbrushes	I can hold and control a paintbrush with increasing confidence.	I can use controlled movements to make different marks and shapes.	I can deliberately move my paintbrush in different directions.	I can vary the size and type of marks I make by changing my movements.	I can begin to use smaller wrist and hand movements for greater control.	I can choose and use different paintbrushes purposefully for the marks I want to make.
Use of tools	I can choose appropriate tools for different creative activities.	I can use a range of tools with increasing control and purpose.	I can use tools to make different marks, textures and effects.	I can use tools to cut, join, shape and manipulate materials with support.	I can begin to select a tool according to what I want to achieve.	I can use creative tools safely and with increasing independence and control.
Colour	I can recognise and name some familiar colours.	I can match and sort objects and materials by colour.	I can choose colours purposefully during creative activities.	I can talk about the colours I have chosen and used in my artwork.	I can explore what happens when I mix different colours together.	I can begin to notice and describe how colours change when they are mixed.
Technique	I can use a range of techniques to create	I can use techniques such as dabbing, brushing,	I can vary my movements to create different lines, shapes and textures.	I can choose a technique to create an intended effect.	I can combine different techniques within my creative work.	I can experiment with techniques and talk

	different marks and effects.	printing and spreading.				the effects I have created.
Printing skills	I can use a range of objects and tools to create different prints.	I can apply appropriate pressure to create a clear print.	I can compare the different patterns, shapes and textures created by printing.	I can repeat prints to create simple patterns and arrangements.	I can choose printing tools, objects and colours for a particular purpose.	I can combine different printing techniques to create my own pictures and designs.
Pattern skills	I can recognise and describe simple repeating patterns.	I can copy a simple repeating pattern using objects, colours or marks.	I can continue a simple repeating pattern.	I can identify what comes next in a simple repeating pattern.	I can create my own simple repeating pattern using different materials.	I can use repeated marks, shapes, colours or prints purposefully in my creative work.
(Drawing skills) **Technique**	I can hold and control a range of drawing tools with increasing confidence.	I can use different movements to create lines, circles and other marks.	I can vary the direction, size and type of marks I make.	I can use increasing hand and wrist control when drawing.	I can choose different drawing techniques to create an intended effect.	I can combine different marks, lines and shapes within my drawings.
(Drawing skills) **Subject**	I can draw familiar people, objects and	I can tell others what my drawing represents.	I can include simple features or details in my drawings.	I can draw from familiar experiences and things I have	I can make choices about what I want to include in a	I can use drawing to represent my ideas,

	experiences in my own way.			observed.	drawing.	experiences and imagination.
Collage and Weaving	I can choose and combine different materials for a creative purpose.	I can arrange and layer materials to create my own collage.	I can use glue and other joining methods with increasing independence.	I can select materials according to their colour, shape or texture.	I can begin to weave materials over and under with support.	I can use collage and simple weaving techniques to represent my ideas.
Joining Techniques	I can choose from different ways to join materials together.	I can use glue and tape to attach materials with increasing independence.	I can explore joining materials using glue, tape, string and simple fastenings.	I can select a joining technique that is suitable for the materials I am using.	I can adjust how I join materials when my first attempt does not work.	I can join different materials purposefully when making models and creations.
Making skills	I can choose materials for something I want to make.	I can combine and arrange materials to create simple models and structures.	I can shape and manipulate materials to achieve an intended effect.	I can use simple tools and techniques when making.	I can make simple choices about how to construct and develop my creation.	I can talk about what I have made and make changes to improve or develop it.
Sewing	I can choose materials for simple sewing and threading activities.	I can thread a large, child-safe needle through prepared holes with support.	I can begin to make simple stitches through large, prepared holes.	I can pull thread through and begin to repeat a simple sewing movement.	I can explore simple fastening and joining techniques using fabric and thread.	I can use both hands with increasing coordination and control during simple sewing

						activities.
Sculpture (Clay or Dough)	I can use a range of movements to shape and manipulate clay or dough.	I can roll, flatten, pinch and mould materials with increasing control.	I can use simple tools to cut, press, mark and shape materials.	I can join pieces of clay or dough together to create simple forms.	I can create simple models and representations from my own ideas.	I can change and adapt the shape of my model as I work.
Expressive Art & Design						
Design						
DT Progression for planning my ideas	I can talk about what I would like to make or build.	I can choose materials and tools for a particular purpose.	I can explain simple choices about the materials or tools I want to use.	I can begin to think about what I will need before I start making.	I can use words, gestures, pictures or simple drawings to communicate my ideas.	I can change or develop my initial idea as I make and build.
DT Progression for constructing my ideas	I can select and combine materials to construct my ideas.	I can build simple structures with increasing purpose and control.	I can use simple joining techniques to connect parts of my structure.	I can construct something that represents my original idea.	I can identify simple problems with my construction and try different solutions.	I can adapt and improve my structure as I construct and test it.
DT Progression for sculpting	I can shape and manipulate malleable materials with increasing control.	I can roll, flatten, pinch and mould materials to create different forms.	I can use simple tools to cut, press, carve and shape materials.	I can join pieces of material together to create simple models and forms.	I can add marks, patterns and textures to develop my sculpture.	I can adapt and change my sculpture as I develop my ideas.

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DT Progression for using scissors.	I can hold child-safe scissors with increasing independence.	I can open and close scissors using a controlled movement.	I can make deliberate snips into paper and other suitable materials.	I can begin to move scissors forwards through paper.	I can use one hand to cut while the other hand holds and supports the paper.	I can begin to cut along short, simple lines with support.
DT Progression for joining techniques	I can choose from different ways to join materials together.	I can use glue and tape to attach materials with increasing independence.	I can explore using glue, tape, string and simple fastenings to join materials.	I can select a joining technique that is suitable for the materials I am using.	I can combine cutting and joining techniques when making and constructing.	I can adapt how I join materials if my first attempt does not work.
DT Progression for making	I can choose materials for something I want to make.	I can combine and arrange materials to create simple models and structures.	I can shape and manipulate materials to achieve an intended effect.	I can use simple tools and techniques purposefully when making.	I can make simple choices about how to construct and develop my creation.	I can talk about what I have made and make changes to develop my creation.
DT Progression for cooking	I can join in with preparing simple foods and recipes.	I can add and combine ingredients with increasing independence.	I can use simple cooking tools to stir, mix, scoop and spread with support.	I can follow a simple sequence of steps when preparing food with adult support.	I can talk about how ingredients change during simple cooking activities.	I can make simple choices about ingredients and talk about what I have made.
Expressive Art & Design						
Being Expressive (Drama/Role play)						
Small world	I can use small world resources to create simple	I can use figures and objects to	I can act out familiar events and	I can create simple sequences of	I can use simple language to develop and	I can develop my own ideas and play

	imaginary scenarios.	represent familiar people, animals and experiences.	experiences through small world play.	events within my small world play.	describe my small world play.	al others using small world resources.
Role Play	I can use dressing-up clothes and props to take on different roles.	I can act out familiar experiences and everyday routines through role play.	I can use objects and props to represent other things in my play.	I can create simple imaginary situations and develop my own ideas.	I can use language to take on roles and develop simple storylines.	I can play imaginatively with others, sharing ideas and developing roles together.
Expressive Art & Design						
Music						
Singing / Voice	I can use my voice to sing familiar songs and rhymes.	I can join in with familiar words, phrases and repeated parts of songs.	I can copy and repeat simple melodies and vocal patterns.	I can explore changing the pitch, volume and speed of my voice.	I can use my voice creatively to make sounds and simple musical effects.	I can choose and sing familiar songs and rhymes with increasing confidence.
Exploring and playing instruments	I can choose and play different instruments with increasing purpose.	I can use different actions to play a range of instruments.	I can control how I play an instrument to create different sounds.	I can compare and describe the different sounds instruments make.	I can begin to copy and repeat simple rhythms using instruments.	I can play instruments alongside songs and music, beginning to follow a simple beat.

Progression of Skills and Knowledge Document for
Little Acorns Foundation Unit – Preschool ages 2-3 – All Areas

Compositions of music	I can choose different sounds to use in my own music making.	I can combine sounds from my voice, body, objects and instruments.	I can create and repeat simple sound patterns and rhythms.	I can arrange sounds in a simple sequence.	I can make choices about how sounds are ordered and combined.	I can create simple pieces of music using my own ideas.
Listening and responding to Music	I can listen with increasing attention to different songs and pieces of music.	I can recognise and anticipate familiar parts of songs and music.	I can respond to changes in music through my movements, sounds or actions.	I can notice and respond to differences in speed, volume and mood.	I can begin to talk about how music sounds or makes me feel.	I can express preferences and choose music, songs or sounds I enjoy.