Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Communication and Language						
Listening, Attention and Understanding.						
Listening to others	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest.	I listen to rhymes, poems and songs carefully.	I listen to non-fiction books.	I am developing new knowledge through listening to these books.	I listen attentively during discussions as a class, with peers and with my teacher.
Asking Questions	I understand 'why' questions and respond appropriately to them.	I can understand and respond to simple questions about what I have heard.	I can understand a range of questions (who, what, where, when, why) and respond appropriately.	I can ask simple questions about what I have heard.	I can ask questions about stories that have been read to me and I have read.	I can ask a range of questions in discussions when 1:1, in small groups and larger class discussions.
Having Conversations	I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.	I can take turns when speaking and listening.	I can listen carefully during discussions.	I use new vocabulary in my conversations.	I can listen attentively and respond appropriately during conversations.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Communication and Language						
Speaking						
Holding discussions with others	I can express my point of view using words and actions.	I can start a conversation and continue it.	I can use talk to resolve my problems.	I can listen to others and respond appropriately in conversations.	I can hold a conversation with my peers and teachers back and forth.	I can explain why things happen and use new vocabulary during these discussions
Vocabulary and explanations	I learn new vocabulary. I use this throughout the day.	I can describe some events with detail. I can use new vocabulary in different contexts.	I can understand and use a wide range of vocabulary in my talk.	I can use new vocabulary related to non-fiction.	I use recently introduced vocabulary in discussions.	I explain why things happen.
Progression of a child's speech	I am using longer sentences of 4 – 6 words.	I can use simple sentences to share my ideas.	I can link ideas using simple connectives (and, because)	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses.
Personal Social and Emotional Development						
Self-Regulation						
Managing own emotions and feelings	I can recognise when I feel happy or sad.	I can talk about my feelings with support from an adult.	I can talk about my feelings using simple words independently.	I can confidently talk about my emotions using words such as	I moderate my feelings and emotions e.g.	I confidently talk about my emotions and feelings and explain

				'happy' 'sad' 'angry' or 'worried'.	calming down after being upset.	how and why I feel the way I do with good understanding.
Understanding others emotions and feelings	I can notice how others might be feeling.	I can show care and concern for others with support.	I can begin to talk about how others might be feeling.	I can respond appropriately to how others are feeling.	I consider the feelings of others e.g. going to children who are upset	I can understand why others may feel happy or sad because of events that have happened.
Behaviour	I am beginning to follow simple rules with support.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults.	I listen to the teacher and respond to them appropriately at all times.	I follow instructions from my teacher, even when given several actions.
Personal Social and Emotional Development						
Managing Self						
Understanding myself, my preferences and emotions	I can choose activities with support.	I am beginning to show preferences for activities I enjoy.	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities.	I show perseverance in the face of challenge.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Following rules	I can follow simple instructions with support.	I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders.	I can explain the reasons for why we have rules.	I know right from wrong and I try to behave accordingly.
Managing my needs and feelings	I can ask for help when I need it.	I am beginning to manage some of mu own needs with support.	I can manage some of my own needs with occasional reminders.	I am managing my own needs more frequently.	I am developing in confidence, independence, resilience and perseverance.	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices.
Personal Social and Emotional Development						
Building Relationships						
Confidence	I am beginning to separate from my familiar adult and explore my environment.	I am starting to try new activities with encouragement.	I can express my preferences and begin to speak in familiar groups.	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers.
Friendships	I play with one or more children and converse	I am beginning to seek out others to share experiences.	I am starting to take turns with support and	I am becoming more confident in joining in with others' play and	I have formed positive adult and peer friendships.	I work and play co-operatively,

	with them to extend play.		understand simple rules in play.	beginning to develop my own friendships within my setting.		including turn taking, with others.
Other's and their feelings	I am beginning to notice when others are happy or sad.	I am starting to respond to the feelings of others with support from an adult.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I am becoming more aware of others' feelings and beginning to respond appropriately with less adult support.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs..
Physical Development						
Gross Motor						
Running. Jogging and skip	I am beginning to move in a variety of ways, showing increasing control when running, stopping and	I am starting to run with more control and purpose, beginning to change speed and direction with encouragement.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.

	changing direction.					
Balance on wheeled resources	I can sit on and begin to move using wheeled toys with support.	I can push, pedal or scoot wheeled toys in a straight line.	I can steer and control direction when using wheeled resources.	I can move confidently, avoiding obstacles and controlling speed.	I can use wheeled resources safely, showing good control and awareness of space.	I show confidence and control when using wheeled resources, moving safely and adjusting speed and direction independently.
Physical Fitness	I am beginning to be active and enjoy moving my body.	I can take part in simple physical activities with encouragement.	I can join in with games and activities that increase my heart rate.	I can sustain activity for longer periods and begin to notice changes in my body (e.g., breathing faster)	I show good stamina, strength and control in a range of physical activities.	I show confidence, stamina and control when taking part in a range of physical activities, choosing to be active and challenging myself.
Throwing	I am beginning to explore throwing by moving my arm	I am starting to throw objects with some direction, with encouragement.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller	Increase the distance for throwing to a person/ target.

	and releasing objects in play.				targets e.g. a bucket or net.	Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.
Catching	I am beginning to notice and track moving objects during play.	I am starting to use my hands and body to try to catch large objects with support.	Catch larger balls when throwing and catching with a partner from short distances. Pair/ Group work	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.
Rolling	I can explore rolling balls and objects during play.	I can roll a ball towards a target with support.	Roll large balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	Roll small balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.
Bat and striking	I can explore using bats and rackets during play.	I can use a bat or racket to hit a ball with support.	Swing a bat or racquet correctly and safely.	Use a bat or racquet to hit a large target on a stand.	Use a bat or racquet to hit a small ball on a stand.	Use a bat or racquet to hit a slow, moving ball.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Balance Bounce	I am beginning to explore balls by holding, dropping and watching them move.	I am starting to bounce a large ball with support and watch it return to me.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.
Kicking	I am beginning to explore kicking by moving my leg towards a ball during play.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.
Skipping with a rope	I am beginning to explore moving my body in jumping actions.	I am starting to jump with two feet together and explore using a skipping rope with support.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly	Turn the skipping rope overhead and step over the rope.	Turn the skipping rope overhead and jump over the rope.	Confidently skip forwards with the rope, extending to backwards when ready.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Jumping and landing	I am beginning to jump by bending my knees and lifting both feet off the ground.	I am starting to jump forwards and land with some control.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.
Dancing- Movement	I am beginning to move my body in different ways to music.	I am starting to copy simple movements and actions during music and movement activities.	I can copy basic actions.	I can learn short routines, beginning to match pace.	I can learn longer routines, beginning to match pace.	I can put a sequence of actions together.
Dancing- Interpretation	I am beginning to watch and respond to music and movement.	I am starting to show my own responses to music through movement with encouragement.	I can watch dances and performances.	I can say what I like and dislike about dances/ performances.	I can replicate parts of a dance or performance.	I can begin to improvise independently to create a simple dance.
Gymnastics	I am beginning to explore different ways of moving my body,	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment	Negotiate space and obstacles safely, with consideration for themselves and others.

	including crawling, climbing and balancing.		Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	of basic gymnastic equipment.	such as beams and higher equipment and frames. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).	- Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Physical Development						
Fine Motor Skills						
Core strength and posture	I am beginning to develop awareness of my body when sitting and moving.	I am starting to sit for short periods with some control and support.	I can sit and move with increasing control, beginning to maintain a stable position during activities.	I can maintain a stable sitting position for short periods, showing increasing control of my body during focused activities.	Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows.

Upper Arm and shoulder strength	I am beginning to use my arms to support my body during play and movement.	I am starting to use my arms with more control during activities such as pushing, pulling and lifting.	I can use my arms and shoulders with increasing strength and control during a range of activities.	I am becoming more confident using my upper body to push, pull and support my movements during play.	I am starting to use my arms and shoulders with more control when climbing, hanging and lifting objects.	I can use my upper body strength to support activities such as climbing, hanging and using equipment with control.
Fine motor – wrist – arm and finger strength dexterity.			Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.	Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.
Using Scissors	I am beginning to explore scissors, holding them and making simple snips.	I am starting to use scissors with support to make cuts in paper.	I can use scissors to make simple cuts along paper with some control.	I am becoming more accurate when cutting, beginning to follow simple lines.	I can cut along lines with increasing accuracy and control.	I can use scissors confidently to cut a range of shapes with control.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Painting	I am beginning to explore mark making using paint and tools.	I am starting to use a range of tools to make marks and patterns with paint.	I can control paint tools to create simple shapes and marks.	I am becoming more precise in my painting, beginning to add detail.	I can paint with increasing control, showing awareness of space and detail.	I can use painting tools confidently to create detailed and purposeful pictures.
Using Cutlery	I am beginning to explore using cutlery during mealtimes.	I am starting to use a spoon and fork with some control.	I can use a spoon and fork to eat with increasing independence.	I am becoming more confident using cutlery to cut and manage food.	I can use a knife and fork with control to cut soft foods.	I can use a range of cutlery independently and with good control.
Holding a pencil **Hand dominance**	Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. I may still be determining which hand to use.	Sometimes hold a pencil correctly with support.	Consistently use a dominant hand.	Hold a pencil with a tripod pincer grip.	Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.
Drawing	I am beginning to make marks and give meaning to my drawings.	I am starting to draw lines and simple shapes.	I can create recognisable shapes and simple representations in my drawings.	I am becoming more detailed in my drawings, beginning to add features and meaning.	I can draw with increasing detail and control, representing people, objects and experiences.	I can create detailed drawings with clear features, control and purposeful representation.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Letter Formation	I am beginning to make marks and give meaning to my drawings.	I am starting to draw lines and shapes with some control.	I can form recognisable shapes and begin to form some letters.	Correctly form some letters from Phase 2 and name.	Correctly forming most letters from the 26 in the alphabet.	Correctly forming all of the 26 letters from the alphabet.
Literacy						
Reading - Word Reading and awareness						
Verbal rhyming and alliteration	I am beginning to listen to sounds in words and enjoy rhymes and songs.	I am starting to recognise and join in with familiar rhymes.	Developing phonological awareness so I can hear rhymes. I can then suggest rhymes.	I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.	I can recognise words with the same initial sound e.g. mum and monkey	I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.
Joining in with stories read to me.	I am beginning to listen to stories read to me.	I am starting to join in with repeated phrases in familiar stories.	I can talk about stories and recall some events.	I am becoming more engaged in stories, joining in and responding to what I hear.	In conversation I demonstrate that I understand print has meaning and can have different purposes.	I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Recognising print and books.	I am beginning to notice print in my environment.	I am starting to recognise that print carries meaning.	I can recognise familiar signs, labels and logos.	I am becoming more aware of how print is used in books and the environment.	I understand print has meaning and I can read books or be read to.	I know the names of the different parts of a book.
Common exception words	I am beginning to recognise some familiar words in my environment.	I am starting to remember and recognise some common words.	I understand some words cannot be sounded out.	I can read a few common exception words linked to my schools reading scheme.	I can read common exception words when they are included in simple phrase or sentence.	I can read simple sentences and books that include common exception words
Reading fluently	I am developing some phonological awareness – for example spotting words with the same initial sound.	I am blending sounds to create words.	I can read simple phrases and sentences in my books with some fluency.	I can re-read these books to develop my confidence in reading and my fluency.	I can identify all the sounds in my books and 10 or more diagraphs.	I can sound blend all the words in my books that match to my phonetic ability.
Literacy						
Comprehension						

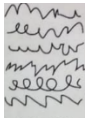
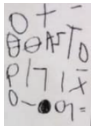
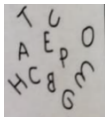
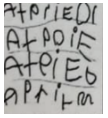
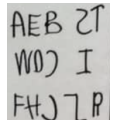
Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Questioning	Asks simple questions about the book	Engages in conversation about stories while answering questions.	Engages in conversation about stories then asks questions.	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.
Vocabulary	I am beginning to listen to and use new words during play and conversation.	I am starting to use new words I have heard in stories and discussions.	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words.	Uses new vocabulary introduced by the teacher when read in a book.	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.
Inference	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.	Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think…

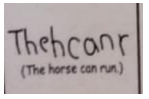
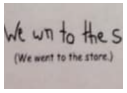
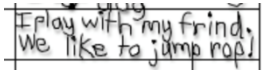
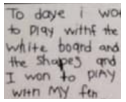
Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Prediction	I am beginning to talk about what might happen next in familiar stories.	Beginning to predict what might happen next when prompted.	Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.	Make simple predictions from the story based on the story, previously read stories and own life experiences.	Predicts key events in the story either before the story is read or during reading the story.	Explains predictions and justifies why they may happen.
Explaining	I am beginning to talk about what I like or dislike in a story.	I am starting to explain my ideas about stories with some support.	Shares opinions of stories – likes and dislikes.	Link what has been read to them to their own rea life experiences.	Explain what has been read to them in their own words.	Expresses their ideas and views about the characters and events in the story.
Retrieval	I am beginning to look at pictures and talk about what I can see in a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	Understands that pictures offer many clues as to what has happened or will happen in a text.	Recognises characters, events, titles, images and key information in a text.	Recognised the difference between non-fiction and fiction texts.
Sequencing	I am starting to put simple pictures or events in order with support.	Knows we read from left to right, top to bottom.	Can retell a story through images – such as a story map.	Can orally re-tell a story in their own words.	Can sequence a simple story- remembering key events.	Can sequence a class story remembering some details and key events including story specific vocabulary too.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Literacy						
Writing						
Early Steps **Making Marks**	I explore making marks, but I do not communicate meaning. **Random scribbling** 	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. **Symbolic stage**  	I write symbols and shapes that look like writing. I assign meaning to the marks **Attempts to write name – Mock Letters** 	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. **Writes name from memory – Groups of letters** 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. **Word Representation** 	I write letters with spaces between them to resemble the idea of words. **Medial Letter Sounds** 
Developing Writing **Representing Sounds in Words**	I am beginning to hear initial sounds and attempt to write these down. **m - mum** **letter for name**	I can hear initial sounds in words and write the letters down to match. **c - cat** **d- dog** **p - pig**	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. **muy - mummy** **pto - potato** **sbr - strawberry**	I can spell out and write down vc cvc words by matching letters and sounds. **at in up** **cat** **dog** **pig**	I can write High Frequency decodable and tricky words from memory. **mum dad. and can** **I go to the no into**	I can spell out words with consonant clusters, vowel digraphs and trigraphs. **buzz fill. mess** **ship. chip thing rush** **boat sheep now soil** **chair night. Pure.**

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.
Developing Writing **Sentences**	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. **Repeats & recalls**	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 
Developing Fluency, Stamina and Sequence	Begins to make marks and give them meaning. Starts to attempt	Attempts short captions using sounds they can	Uses plausible phonetic spellings for example 'ct' for cat. Shows improved control and spacing	Sustains writing for longer periods with increasing independence. Begins	Maintains writing for a clear purpose. Applies phonics to spell most	Writes more than one sentence to convey and idea or simple story, Begins to use spaces,

	writing using familiar letters of strings of letters. Writing may be brief and not yet sustained.	hear. Writing is purposeful but short.	between letter strings. Writing becomes slightly longer and more sustained.	to maintain focus on a writing task.	words. Using spacing more consistently.	full stops and capitals. Writing is generally readable to others. Starts to independently edit or improve their writing.
Story Mapping	I can mark make and draw to represent ideas. ◌I can attempt to write initial sounds and labels related to characters or key story objects. ◌	I can write captions or single words connected to the story map. I can begin writing CVC words using phonics knowledge. ◌	I can start to write simple sentences linked to my innovations. ◌I can practise writing character or setting names (e.g. dog, cat, Mum).	I can use finger spaces, phonics and simple punctuation. I can start to add descriptive words heard in oral retelling (e.g. big, cold, sparkly).	I can write a beginning, middle and end using a story map as support. ◌I can use 'and' to join ideas.	I use time connectives in writing (first, next, then).
Handwriting on Paper	I use blank paper and sheets.	I use wide-spaced handwriting paper with one thick	I use two-line paper with a top and bottom line. I can	I can use three-lined handwriting paper – top, middle and	I can use narrower three lined paper to improve	I can use standard lined paper with standard single lines and still

	I use big movements.	baseline. I practise large letters	write letters between the lines	bottom line. I can show tall letters extending up and descenders going down. I use a tripod grip when writing.	fine motor control and neatness.	continue to show clear ascenders and descenders.
Maths						
Early Number Sense						
Object Counting	I can use one-to-one correspondence when counting and understand that the last number said is the number in the set.	I can count up to 5 objects (including different sized objects) moving each as they are counted.	I understand that objects can be counted in any order or arrangement and the answer is still the same.	I can count up to 10 objects (including different sized objects) moving each as they are counted.	I can count out a given amount up to 10 (identified verbally or written) from a greater set.	I can reliably count up to 20 objects moving each as they are counted and also take amounts up to 20 from a greater set.
Matching quantities and numerals - Counting sets of objects.	I am beginning to notice quantities and	I can use one to one correspondence when counting and I understand the last	I can count up to 3 objects (including different sized objects), moving each as they are counted.	I can count up to 5 objects (including different sized objects),	I can count up to 10 objects (including different sized objects),	I can count up to 20 objects (including different sized objects),

	explore counting through play.	number said is the number in the set	I can match the set to the numeral.	moving each as they are counted. I can match the set to the numeral	moving each as they are counted. I can match the set to the numeral.	moving each as they are counted. I can match the set to the numeral. Count reliably with numbers from 1 to 20.
Perceptual Subitising	I am beginning to notice small groups of objects without counting.	I can recognise familiar arrangements for numbers up to 5 when on a dice or domino	I can identify quantities of objects up to 5 when placed in a dice or domino arrangement	I can identify quantities of objects from 1 to 3 when arranged randomly	I can explore arrangements of quantities within 5 using a ten frame	I can state without counting (subitise) quantities within 5 Subitise (recognise quantities without counting) up to 5.
Counting pictures that cannot be moved	I am beginning to count small groups of objects, pointing or touching as I count.	I can count up to 5 objects, moving each as they are counted	I can count up to 5 pictures that cannot be moved, marking each as they are counted.	I can count up to 10 pictures that cannot be moved, marking each as they are counted	I can count up to 20 pictures, that cannot be moved, marking each as they are counted	I can count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included

						and that none have been counted more than once. Count reliably with numbers from 1 to 20.
Counting Objects - Counting Beyond Ten	I am beginning to count beyond 5 objects, showing an interest in larger groups.	I can count up to 10 objects, moving each as they are counted Count out a group of 10 objects from a greater set	I can recognise that when a ten frame is full this represents 10 Recognise a 10 Numicon Shape	I can arrange a group of 11 to 19 objects into 1 group of 10 plus another group	I can use structured equipment number such as bundles of art straws, Unifix (tower of 10), Ten Frame with counters to create a group of 10 plus another group	I can understand that 'teen' numbers are a group of 10 plus another number
Counting Objects - Counting in 10s	I am beginning to explore groups of objects and notice when there are many items.	I can fill a Tens Frame and know this makes ten items.	I can count out a tower of ten blocks. I know this is one full ten and no spare ones.	I can make a series of tens towers and begin to count the pattern of multiples of 10, e.g., 10, 20, 30.	I can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. I can count in multiples of 10 and identify the number in the set.	I can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. I can count in multiples of 10 and identify the number in the set.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Counting Objects - Mathematical Representations and Graphics.	I am beginning to make marks to represent quantities during play.	I can represent a given amount up to 3 using marks and pictures and explain my jottings.	I can represent a given amount up to 5 using marks and pictures and explain my jottings.	I can represent a given amount up to 10 using marks and pictures and explain my jottings.	I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.	I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.
Counting Objects - Mathematical Representations	I am beginning to use objects and marks to represent amounts in my play.	I can represent a given amount up to 3 using objects and pictures.	I can represent a given amount up to 5 using objects and pictures.	I can represent a given amount up to 10 using objects and pictures.	I can represent a given amount up to 20 using objects and pictures.	I can represent my simple mathematical ideas and calculations using objects and pictures.
Counting Objects -Comparing quantities	I am beginning to notice when groups of objects are different in size or amount.	I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Sets are very obviously different)	I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Range up to ten)	I can identify a set that has more and a set that has fewer using the correct language. (Range up to ten)	I can identify a set that has more and a set that has fewer using the correct language. (Range above ten and sets may be similar in amount)	I can identify the difference in number between one set and another. **Have a deep understanding of number to 10, including the composition of each number.**

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Maths						
Numbers Reading and Writing						
Reading and ordering numerals	I am beginning to notice numbers in my environment and show an interest in them.	I can name the numerals 1-3 when shown out of order and I can place these numerals in order.	I can name the numerals 1-5 when shown out of order and I can place these numerals in order.	I can name the numerals 1-10 when shown out of order and I can place these numerals in order.	I can name the numerals 1-20 when shown out of order and I can place these numerals in order.	I can confidently identify and name the numeral that is after, before, between numerals to 20.
Ordering numerals	I am beginning to explore numbers by handling and looking at them during play.	I can put the numerals 0 to 5 in order when all are given	I can put the numerals 0 to 9 in order when all are given	I can put the numerals 0 to 20 in order when all are given	I can find the numeral that comes before, after or between a given numeral in a range to 20.	I can order a random set of numerals within the range 0 to 20
Recording numerals	I am beginning to make marks to represent numbers in my play.	I can make marks to represent numerals.	I can write the numerals 1 to 3 for a given purpose.	I can write the numerals 0 to 5 for a given purpose.	I can write the numerals 0 to 9 for a given purpose.	I can write the numerals 0 to 20 for a given purpose.
Maths						
Ordering Numbers and Number Representations						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Ordering pictorial number representations.	I am beginning to look at pictures of quantities and notice differences between them.	I can order the pictorial representations of the numbers from 0-5.	I can order the pictorial representations of the numbers from 0-9.	I can order the pictorial representations of the numbers from 0-20.	I can find the pictorial number representation that comes before, after or between a given pictorial number representation in a range to 20.	I can order a random set of pictorial number representations within the range 0 to 20.
Ordinal Numbers	I can begin to follow simple instructions using positional language such as first and second.	I can follow instructions including ordinal numbers for first, second and third. (Lining up. Order in a game/ race)	I can follow instructions including ordinal numbers for first, second, third- tenth. (Lining up. Order in a game/ race)	I can correctly use some ordinal numbers in context, e.g., lining up or racing.	I can correctly use many ordinal numbers in context, e.g., lining up or racing.	I am beginning to read and write ordinal numbers. (Labelling a picture or results of a race)
Ordering numerals	I can explore numbers by handling and looking at them during play.	I can put the numerals 0 to 5 in order when all are given	I can put the numerals 0 to 9 in order when all are given	I can put the numerals 0 to 20 in order when all are given	I can find the numeral that comes before, after or between a given numeral in a range to 20.	I can order a random set of numerals within the range 0 to 20
Maths						
Finding one less and subtraction						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Finding one less/ one fewer (objects)	I can begin to understand that taking away objects makes a group smaller.	I understand the concept of finding one less object as removing one amount from within another.	I know that fewer and less mean the same thing, but fewer is used when counting objects and removing/ taking away objects from an existing group. (Working with objects to 5)	I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-5 by using objects, number lines and mental recall.	I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-10 by using objects, number lines and mental recall.	I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-20 by using objects, number lines and mental recall.
Rote counting backwards	I can begin to join in with counting backwards through songs and rhymes.	I can join in with rote count backwards from 5 to 1	I can rote count backwards from 5 to 1	I can rote count backwards from 10 to 1	I can rote count backwards from 20 to 1.	I can rote count backwards from larger numbers e.g. 50.
Counting Back	I can begin to take away objects and	I understand the concept of take away and counting back	I know that two/three/four less is found by removing two/three/four objects	I recognise that two less is one less and another one less, three	I understand and can use number lines to count	I can count back smaller numbers using mental calculation.

	notice that the number gets smaller.	one as the removal of one object.	from an existing group of objects	less is one less, and one less and one less, etc.	back small jumps of 1, 2 or 3 more jumps.	
Subtraction - Removing items	I can begin to take away objects from a group during play.	I understand that the terms take away / subtract relate to removal of one group from another.	I can remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left. I know the answer is how many are left.	I can remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	I can use some mental calculation skills. Automatically recall number bonds up to 5 (including subtraction facts)	I can subtract a single-digit number from a number greater than 10 using practical equipment
Problem Solving with subtraction	I can begin to solve simple problems by taking objects away with support.	I can solve simple problems using numbers to 5 with 1:1 support.	I can solve simple problems using numbers to 5 with within a group.	I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.	I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,	I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.

					less than or the same as the other quantity.	
Maths						
Finding one more and Addition						
Finding one more	I can begin to add one more object to a group during play.	I understand that to find one more, I need to add one object to an existing group of objects.	I understand how to find one more object with sets in a range up to 5 by correctly adding on one more object.	I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-5 by using objects, number lines and mental recall.	I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-10 by using objects, number lines and mental recall.	I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-20 by using objects, number lines and mental recall.
Rote counting forwards	I can begin to join in with counting forwards through songs and rhymes.	I can join in with rote counting from 1 to 5	I can rote count from 1 to 5	I can rote count from 1 to 10.	I can rote count from 1 to 20.	I can rote count from 1 to 20+ e.g. 50 or 100 I can verbally count beyond 20, recognising the pattern of the counting system.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Counting On	I can begin to add more objects to a group during play.	I understand the concept of addition as combining sets of objects	I know that two/three/four more is found by adding two/three/four objects to an existing group of objects	I recognise that two more is one more and another one more, three more is one more, and one more and one more, etc.	I understand and can use number lines to count on small jumps of 1, 2 or 3 more jumps.	I can count on smaller numbers using mental calculation.
Addition - combining sets of objects	I can begin to combine groups of objects during play.	I understand the concept of addition as combining sets of objects	I understand that the terms add, total, altogether relate to combining groups of objects	I can combine two groups of objects (total within 5) counting how many are there.	I can combine two groups of objects (total within 10) counting how many are there	I can add two single-digit numbers totalling up to 10, using practical equipment
Addition using the Part-Part-Whole Model	I can begin to explore how groups of objects can be joined together.	I am beginning to combine two groups of objects to make a whole.	I recognise that when the groups are combined the number of objects is more than either of the individual groups	I can label the individual groups as parts.	I can label the combined group of objects as the whole	I understand the concept of addition by practically combining sets of objects to find how many using "part – part – whole"
Addition - First, Then and Now Stories	I can begin to talk about what happens when objects are	I am beginning to combine two groups of objects to make a whole.	I can correctly follow an addition story, using First, Then and Now. I use practical equipment and	I can correctly tell an addition story in the correct sequence using First, Then and Now	I can correctly retell an addition story using first, then, now. I draw pictures and use the	I can correctly retell an addition story using first, then and now. I draw out the pictures

	added to a group.		my fingers to find the answers.	using practical equipment to support me.	correct numerals to represent the parts and the whole.	and record number sentences to represent the story.
Maths						
Number bonds and problem solving						
Number Bonds	I can begin to explore how numbers can be made using objects.	I can understand addition as combining sets of objects.	I can understand the terms add, total, altogether relate to the idea of combing sets of objects.	I can combine two sets (parts) to create five (whole) I can count sets in a range to 5 and practically find different ways using equipment. I can automatically recall number bonds to 5. Automatically recall number bonds up to 5 and some number	I can combine two sets (parts) to create ten (whole) I can count sets in a range to 10 and practically find different ways using equipment.	I can recall the pairs of numbers that bonds to total ten as a set of facts. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.

				bonds to 10, including double facts.		
Problem Solving	I can begin to explore solving simple problems using objects during play.	I can solve simple problems using numbers to 5 with 1:1 support.	I can solve simple problems using numbers to 5 with within a group.	I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.	I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. Adding, subtracting and sharing. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.
Maths						
Comparison						
More than/less than	I can begin to notice when one group has more	I can compare two collections of items that are obviously	I can count the amount of each group to find which	I can compare two groups of the same	I can compare groups of different objects e.g. one	I can compare two groups of different sized objects (where

	or fewer objects than another.	different using the language 'more' and 'less'.	has more and which has less.	objects e.g. 2 groups of cubes.	group of cubes and one group of counters.	there are more of the smaller object) e.g. more small beads and less large animal toys.
Identify groups with the same number of things	I can begin to notice when groups of objects look the same or different.	I can begin to match groups of objects that look the same in number.	I am beginning to understand through stories that groups can be equal.	I can say when a group is 'equal' or 'the same'.	I can check a group is equal by matching objects on a one-to-one basis.	I can change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.
Comparing numbers/quantities	I can begin to notice when one group has more or fewer objects than another.	I can recognise when a quantity has been unfairly shared e.g. someone getting 5 and the other person getting 3.	I can compare numbers that are far apart from each other (this could be supported with number lines, unifix or Numicon)	I can compare numbers that are near to each other (this could be supported with number lines, unifix or Numicon)	I can compare numbers that are next to each other (this could be supported with number lines, unifix or Numicon)	When shown two numerals I can compare these and say which is greater than, less than or the same as. Compare quantities up to 10 in different contexts, recognising

						when one quantity is greater than, less than or the same as the other quantity.
Maths						
Doubling						
Identifying/ Finding sets that have been doubled and sets that have not been doubled.	I can begin to explore groups of objects and notice when amounts are the same.	I can find two sets of objects that are the same with 1:1 adult support. (1-3 objects)	I can find two sets of objects that have the same number with some support. (1-5 objects)	I can independently find two sets of objects that have the same number. (1-5 objects)	I can independently find two sets of objects that have the same number. (1-10 objects)	I can independently find two sets of objects that have the same number. (1-10 + objects- large sets)
Understand how to make sets the same in order to double them.	I can begin to copy a group of objects to make another group the same.	I can make another set that is the same for 1, 2 or 3 objects, with 1:1 adult support.	I can make another set that is the same for 1-5 objects, with some adult support.	I can independently make another set that is the same. (1- 5 objects)	I can independently make another set that is the same. (1- 10 objects)	I can independently make another set that is the same. (1- 10+ objects – large sets)
Combine two sets of objects to double a number and count to find an answer.	I can begin to combine two groups of objects and	I can begin to combine two sets of the same small number with 1:1	I can combine two sets of the same number and count to find the total with some support.	I can independently combine two sets of the same number and count to find the total.	I can independently combine two sets of the same number and count to find the total.	I can independently combine two sets of the same number and count to find the total.

	count how many there are altogether.	adult support. I am supported to use 1:1 counting and count all the objects.	(1- 5 objects)	(1- 5 objects)	(1- 10 objects)	(1-10 objects)
Combine two numbers (numerals) to double a number. – Developing mental recall.	I can explore combining the same numbers using objects and marks.	*I am beginning to understand that to double, I need to add the same small number to itself. (1-3)*	I understand that to double, I need to add the same small number to itself. I can do this with some support. (1-3)	I understand that to double, I need to add the same number to itself. I can double the numbers 1-5.	I understand that to double, I need to add the same number to itself. I can double the numbers 6-10.	I understand that to double, I need to add the same number to itself. I can double the numbers 10+
Maths						
Sharing and Halving						
Sharing	I can explore sharing objects between people during play.	I understand that when an amount has been shared equally, all the parts are the same.	I can recognise by counting, whether an amount has been shared.	I can use practical equipment to share an amount into equal parts, in real life contexts.	I understand and can identify if a number of items shared into equal parts.	I understand and can explain if a number of items shared into equal parts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and

						how quantities can be distributed equally.
Halving	I can explore splitting objects into groups during play.	I understand that when an amount has been shared equally between two, both parts are the same.	I can recognise by counting, whether an amount has been shared equally between two or not.	I can use practical equipment and equal sharing to find one half of an even number of objects, in real life contexts.	I understand that the terms halving and sharing between two relate to splitting into two equal parts.	I understand that halving is sharing into two equal parts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Splitting - Part- Part Whole Model	I can explore breaking groups of objects into smaller parts.	I can split a small group of objects into two parts with support.	I can split a group of objects into two parts and talk about what is in each group.	I can use the word 'whole' to describe a set of objects, e.g., in a group of 6 biscuits, the 'whole' is 6.	I can partition the 'whole' set of objects between two groups, e.g., 6 biscuits with 4 on one plate and 2 on another	I can use the word 'part' to describe each partitioned set of objects, e.g., 6 biscuits with 4 on one plate and 2 on another, the parts are 4 and 2 Explore and

				I can use the word 'part' to describe the individual groups.		represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Pairing up – odds and evens	I can explore grouping objects into pairs during play.	I can find and make pairs of the same objects.	I can pair up objects into twos from a set and talk about if all the objects have a partner. I can talk about if it is fair or not.	I can begin to talk about if sets are odd and even by pairing up the objects into twos.	I can begin to show an understanding of numbers being odd or even without needing to use objects to pair up.	I can identify if numbers are odd or even by showing an understanding of the pattern of odd and even numbers. (mentally- not using objects) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and

						how quantities can be distributed equally. NP:ELG
Maths						
Shape						
Naming and identifying 2D Shapes	I can explore shapes in my environment and talk about what I notice.	I can identify (point to) some of the common 2-D shapes for star, circle, and square.	I can identify and name the common regular 2-D shapes for circle, square, triangle and rectangle/oblong.	I can name common 2-D shapes including hexagons and pentagons, and I know that rectangles and oblongs are the same shapes.	I securely use the correct terms to name common 2-D shapes, as I describe the 2-D shapes in my pictures, models and work.	I am learning to recognise and name other 2-D shapes such as irregular shapes, and quadrilaterals such as the rhombus, kite and parallelogram.
Naming and identifying 3D Shapes	I can explore 3D shapes in my environment and talk about what I notice.	I can find/identify 3D shapes from sets of 2D and 3D shapes as I begin to recognise the properties of 3-D shapes.	I can identify (point to) some of the common 3-D shapes, e.g. cube, cone or sphere.	I can recognise and name the common 3-D shapes for cube, cuboid, sphere and cone.	I can securely recognise, name and describe 3-D shapes - cube, cuboid, sphere, cone, cylinder and pyramid in the context of my pictures, models and work.	I am now learning to recognise and name other 3-D shapes such as the different types of pyramids and prisms.
Describing Shapes	I can explore shapes and talk	As I play with and explore shapes, I can	I can understand and begin to use the terms,	I can show an understanding that	I can show an understanding that faces	I can describe 2D and 3D shapes, using

	about what I notice.	use informal language such as pointy, round or flat.	'straight', 'flat', 'curved' and 'edges' as I explore and identify shapes in the environment.	sides and corners refer to 2D shapes, and I can identify these on common 2D shapes. .	and solid refer to 3D shapes, and I can identify and talk about these on common 3D shapes.	mathematical language. Including language such as curved, pointed, sides, faces, solid, flat and vertex/vertices (corners on 3D). I can count faces and vertices.
Spatial Reasoning	I can explore how shapes fit together and move during play.	I can match simple shapes by finding a shape that is the same.	I can complete a simple jigsaw or shape puzzle.	When completing jigsaws and shape puzzles, I can talk about why shapes will not fit, or why I chose a particular shape.	I can copy 2D and 3D shape arrangements. I can explain where I am placing shapes in relation to one another. (using positional language) I can make 2D and 3D shapes using a range of resources.	I can explain similarities and differences between shapes. I use my understanding of shapes to create my own shape designs, models and templates.
Using 2D shapes to make pictures.	I can explore using shapes during play.	I can explore using shapes and make arrangements with	I can create simple pictures with 2D shapes.	I can create pictures using 2D shapes, and I	I can create pictures with 2D shapes and make careful choices about	I can create pictures using a range of 2D shapes. I explain the

		shapes. (No clear representation)		can name the shapes I used.	how shapes can tessellate and fit together.	choices that I have made about how the shapes fit together. I describe the properties of the shapes as I explain.
Combining shapes to make new shapes - spatial reasoning	I can explore combining shapes in different ways during play.	I can sort and recognise shapes with the same properties.	I can explore putting shapes together to make different arrangements and shapes.	I can explore putting shapes together to make familiar recognisable shapes.	I can combine shapes to make familiar shapes, and I can name the shapes that I have made.	I can quickly identify how shapes can be placed together to create other shapes without the need for exploration.
Maths						
Patterns (Shape)						
Repeating Patterns	I can explore patterns using objects, colours and shapes during play.	I can recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal	I can identify a simple abababab pattern, and I can say what the pattern is. E.g., red, blue, red, blue.	I can talk about, copy, continue and make a simple abababab (2) pattern. I notice mistakes in patterns.	I can talk about, copy, continue and make a simple abcabc patterns (3) and abbabb patterns. I notice mistakes in patterns.	I can recognise, describe, copy, continue, make and correct patterns of number, shape and objects for

		language E.g., spots and points.				abcdabcd patterns (4) and AABBCAABBC patterns.
Symmetrical pictures and models (Reflective Symmetry)	I can explore making patterns and pictures using shapes during play.	I can recognise shapes and pictures that are the same.	I can recognise when shapes are the same on each side of a line and have two mirror-image halves. I explore by folding and using 'mirror lines' and mirrors.	I can find the two equal halves of a shape by using folding and mirror symmetry.	I can make simple pictures and models that include one reflective line of symmetry. I show an understanding of vertical symmetry (5 years)	I can make more detailed pictures and models that include one reflective line of symmetry. I show an understanding of horizontal symmetry (6 years) and diagonal symmetry (7years)
Maths						
Measures (Weight)						
Comparing Weights	I can explore different objects and notice that some feel	I can make direct comparisons and compare the weight of 2 items.	I can find another item of similar weight to a given one.	I can use a systematic approach to directly compare each item against another.	I can make direct comparisons and compare and order the weight of 3 items from	I can make direct comparisons and compare and order the weight of 3+ items from

	heavier or lighter.				heaviest to lightest/ lightest to heaviest.	heaviest to lightest/ lightest to heaviest.
Using balances	I can explore using a balance scale during play.	I can place objects on a balance scale and notice what happens.	I can compare two objects on a balance scale with support.	I can explore what happens when two objects are placed on each side of a balance scale.	I can use a balance scale to compare the weights of two objects. I understand the lower side is the heavier object and the higher side contains the lighter object.	I understand that if the balance scale is level, the objects being compared are equal in weight.
Using mathematical language to describe measuring weight	I can explore talking about how heavy or light objects feel during play.	I understand that weight refers to how heavy or light an object is.	I can identify (point to) the heavy and light object when asked to.	I can correctly use the term, 'heavy' when referring to an object.	I can correctly use the term, 'light' when referring to an object.	I can correctly use the terms heavy/ heavier, heaviest, light, lighter and lightest as I compare, describe and order the weight of objects.

Using numbers and values to represent my measuring work	I can explore using objects to compare and measure during play.	I can use objects to measure and compare with support.	I understand that the weight of something can be represented by a number.	I understand that to measure the weight of an object on the balance scale, the object must be placed on one side and the counting items placed at the other side, until the balance is level.	I can use non-standard units (which are not uniform, e.g. vary in size) to measure the weight of objects.	I can use non-standard units (which are uniform, e.g. Unifix) to measure the weight of objects.
Maths						
Measures (Length and Width)						
Comparing Lengths	I can explore objects and notice that some are longer or shorter.	I can make direct comparisons and compare the length/height/width of 2 items.	I can find another item of similar length/height/width to a given one.	I can use a systematic approach to directly compare each item against another.	I can make direct comparisons and compare and order the length/height/ width of 3 items from longest/tallest to shortest/ shortest to longest/ narrowest to widest.	I can make direct comparisons and compare and order the length of 3+ items from longest/tallest to shortest/ shortest to longest/ tallest/ narrowest to widest.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Direct Comparison of length	I can explore placing objects side by side to compare their length.	I can compare two objects by placing them side by side.	I understand that if I am going to compare the length/height of two items, they need to be pointing in the same direction.	I understand that if I am going to compare the length/height of two items, it is easier if they line up at one end.	I can line up a set of objects from the same starting point, so that they can be directed compared fairly and correctly.	I can correctly identify the longest/tallest and shortest object in a set by lining items up from the same starting point and comparing fairly.
Using mathematical language to describe measuring length	I can explore talking about how long or short objects are during play.	I understand that length refers to how long or short an object is.	I can identify (point to) the long and short object when asked to.	I can correctly use the term, 'long/ longer/ longest' when referring to an object.	I can correctly use the term, 'short/ shorter/ shortest' when referring to an object.	I can correctly use the terms, long/ longer/ longest, short/ shorter/ shortest', as I compare, describe and order the length of objects.
Using mathematical language to describe measuring height	I can explore talking about how tall or short objects are during play.	I understand that height refers to how tall or short an object is.	I can identify (point to) the tall and short object when asked to.	I can correctly use the term, 'tall/ taller/ tallest' when referring to an object.	I can correctly use the term, 'short/ shorter/ shortest' when referring to an object.	I can correctly use the terms, tall/ taller/ tallest, short/ shorter/ shortest', as I compare, describe and order the height of objects.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Using numbers and values to represent my measuring work	I can explore measuring objects using different items during play.	I can use objects to measure and compare length with support.	I can measure the length of objects using non-standard units.	I understand that the length of something can be represented by a number.	I can use non-standard units (which are not uniform, e.g. vary in size) to measure the length of objects.	I can use non-standard units (which are uniform, e.g. Unifix) to measure the length of objects.
Maths						
Measures (Time)						
Using language to describe the passing of time	I can explore talking about events that happen during my day.	I can understand that I can compare events using words such as 'before' and 'after'.	I can use the word 'before', understanding that it refers to preceding a particular event and that the word 'after' refers to following a particular event or item.	I can use the word 'today', understanding that it refers to the current day.	I can use and understand that the word 'yesterday', refers to the day before today and 'tomorrow' refers to the day after today.	I can understand and correctly use language – before, after, yesterday, today, tomorrow
Measuring time: Sequencing familiar events/the day	I can explore talking about what happens first and next in my day.	I can talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.	I understand and can use the words 'before' and 'after' when describing the order of two events.	I can use the word 'between', understanding that it refers to the middle, or second of three events.	I can sequence two or three familiar events and describe the sequence using everyday language.	I can sequence four or more familiar events and describe the sequence.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Days of the Week	I can explore talking about different days of the week.	I can join in with rhymes for the days of the week in order	I know that some of the words in days of the week rhymes are days	I can name the days of the week (not necessarily in order)	I know the names of the days of the week	I can say the names of the days of the week in order
Maths						
Measures (Capacity)						
Vocabulary for filling	I can explore filling and emptying containers during play.	I can talk about when a container is full or empty.	I can explore filling containers and talk about how full they are.	I can understand that capacity refers to how much a container can hold when it is full	I can use the terms full and empty to describe volume / capacity	I can use the terms nearly full and nearly empty to describe volume
Comparing capacities	I can explore different containers and notice that some hold more than others.	I can compare two containers and say which holds more or less.	I can compare the volume of two of the same containers holding different amounts	I can use a systematic approach to compare each identical container against the others	I can order a set of three identical container from most full to least full	I can order a set of three identical container from least full to most full
Comparing volume	I can explore pouring and	I can compare amounts by looking	I can compare two containers and talk about which has more or less in it.	I understand that comparing the volume of two of the same	I understand that comparing the volume of two of the same	I can compare the volumes of two of the same containers that

	filling containers during play.	at how much is in different containers.		containers that hold different amounts, is easier if they are near to each other	containers that hold different amounts, is easier if their bases are on the same level	hold different amounts and use the terms more and less
Understanding the World						
Past and Present						
Finding out about the past and comparing to the present	I can talk about things that have happened in my own life.	I can talk about things that have happened in my life and begin to notice changes over time.	I can comment on fictional/historical figures or familiar objects or situations from the past.	I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past	I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.	I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past

						through settings, characters and events encountered in books read in class and storytelling. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class.
Understanding families and sequence memories	I can sequence family members according to name/size, e.g.	I can sequence family members according to their age and describe who they	I can sequence family members according to their age. I can explain who they are and the key differences	I understand and explain that there are differences and similarities between	I can sequence key memories that happened in my life.	I can talk about the lives of the people around me and their roles in society.

	baby, child, adult.	are, e.g., baby, toddler, child, teenager, adult, elderly.	in what they can and can not do.	people of different ages. I describe memories that have happened in my own life.	I am beginning to sequence memories in the lives of my family members.	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class.
Sequences in time - vocabulary	I can explore talking about what happens first and next in my day.	I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after.	I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year.	I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	I can talk about the lives of the people around me and their roles in society. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class.

						I understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the World						
People, Culture and Communities						
Celebrations	I can talk about special events and celebrations in my own life.	I can comment on recent photos and pictures of celebrations in my own life, e.g. This is me at … my birthday, Christmas, Diwali or Chinese New Year.	I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips.	I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.	I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating their special times.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Places of worship	I can explore different places in my community and talk about what I notice.	I know that there are different places of worship.	I can name different religious places of worship. I can name the Church, chapel and the Mandir.	I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship.	I can recognise, name, and describe different religious places.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Beliefs	I can talk about things that are important to me and my family.	I know that there are differences in what people believe.	I am developing a positive attitude in understanding about the differences between people.	I can show a positive attitude in talking about and explaining the differences between people.	I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main	Know some similarities and differences between different religious and cultural communities in this country, drawing on

					festivals of a religion.	their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Homes	I can explore different types of homes through play and stories.	I can explain key features of my home and the homes of others.	I know that different countries have different homes.	I can compare different types of homes in my own country.	I can compare different types of homes in other countries.	I can explain some similarities and differences between life in this country and life in other countries,

						drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Features of places	I can explore different places and talk about what I notice.	I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences.E.g comparing Messingham to London or Cleethorpes.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from

						stories, non-fiction texts and (when appropriate) maps.
Using maps and following directions	I can explore moving around spaces and following simple directions during play.	I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains. I know that directions can be followed and lead to different places I know that directions can be verbal, pictorial or	I know that the pictures, symbols, and words on a map represent objects that usually do not move. I can follow simple directions (Up, down, left/right, forwards/backwards) I can follow directions using a small toy. I can direct my friend from point A to B using positional language.	I can draw and create my own maps using real objects, and/or pictures and symbols. I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.	I can find the UK on a simple map. I can find the land and sea on a map. I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explain some similarities and differences between life in this country and life in other countries, drawing on

		written				knowledge from stories, non-fiction texts and (when appropriate) maps.
Naming places	I can explore different places and talk about what I see.	I can talk about and name the places where I live, e.g., Messingham or Scunthorpe. I know that more than one home/house is in a village or town.	I am beginning to recall my address such as the name or number, the road/street and the village/town.	I can identify and name the country that I live in. I show an understanding that not all countries in the world are the same. I begin to talk about the differences.	I can talk about and name the four countries of the United Kingdom I can compare and say what is the same/different about a countries physical or human geography.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explain some similarities and differences between life in this country and life in other countries, drawing

						on knowledge from stories, non-fiction texts and (when appropriate) maps.
Human Geography	I can explore different places and talk about what I see.	I can recognise familiar places in my environment.	I can talk about how daily life may be different for other children.	I can make comparisons between daily life for children in different countries.	I can compare daily life in the UK with a contrasting country.	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Understanding the World						
The Natural World						
Changes	I can explore changes that	I can notice that things change	I show awareness of change, as I can talk	. I understand that living things,	I understand through books and making	I understand some important

	happen around me.	over time.	about the differences between materials and changes	objects and materials can change.	close observations that living	processes and changes in the
Materials	I can explore different materials during play.	I can explore collections of different materials with similar and different properties. I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support.	I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric. I can use language to describe common features of materials, e.g. colour, texture, size.	I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.	I can experiment with making changes to materials. I can ask and answer 'how' and 'why' questions, such as how things happened and how things work. I choose how I can classify objects according to their properties.	I understand some important processes and changes in the natural world around them. I can explore the natural world around them, making observations and drawing pictures of animals and plants.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Forces and Movement	I can explore how objects move during play.	I can notice that objects move in different ways.	I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls.	I can explore 'non-contact' forces such as gravity or magnetism. I describe what I see, hear and feel whilst exploring inside and outside.	I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism. I can describe and make comparisons.	I understand some important processes and changes in the natural world around them.
Seasonal change	I can explore changes in the weather and environment during play.	I can talk about some natural features that I see and feel during different seasons, including different weather. I can talk about	I can name the four seasons. I can order the four seasons.	I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are	I notice and describe seasonal weather patterns. I can ask and answer 'how' and 'why' questions.	I understand some important processes and changes in the natural world around them, including the seasons.

		the clothes that I need for different seasons/ weather and why.		found in autumn and some trees have no leaves in winter.		
Living things – animals	I can explore animals and talk about what I notice.	I can examine animals to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs.	I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats.	I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles.	I understand how animals grow and change. I can explore animals in the natural world, making observations and drawings of plants.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Living things - plants	I can explore plants and talk about what I notice.	I can examine plants to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of plants. I can explain a simple lifecycle, E.g., sunflower, or oak tree.	I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.	I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that plants change, and I explain a range of lifecycles.	I understand how plants grow and change. I can explore plants in the natural world, making observations and drawings of plants.
Expressive Art & Design						
Art						
Control of paintbrushes	I can explore using a paintbrush during play.	I can hold a paintbrush and make simple marks with paint.	Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.	Uses good control to correctly hold and paint carefully in the lines.	Uses very good control to correctly hold and paint carefully in the lines.
Use of tools	I can explore using a range of	I can use tools such as brushes,	I can use different tools such as glue and	I can choose appropriate tools	Uses thin brushes to add detail and holds	Independently selects additional

	tools during creative play.	rollers, pencils and crayons to make marks.	paintbrushes with increasing control.	such as brushes, scissors and collage materials for a purpose when creating.	the brush with a tripod grip.	tools to add details and improvements to pictures, e.g., stamps and rollers.
Colour	I can explore using different colours during play.	Mixes primary colours (red, yellow and blue) to appropriate consistency.	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	Colours matches by altering the tint or shades. Creates warm and cold colours.
Technique	I can explore making marks and shapes in my paintings.	I can make marks using printing tools and materials.	Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.
Printing skills	I can explore printing using	I can use printing tools such as	I can print simple shapes with adult	I can independently print simple	I can independently print clear	I can independently

	different objects and materials.	stamps, sponges and objects to make marks.	prompting for instructions.	shapes, but I am helped with using the space to build up my composition.	representations to create full pictures, without any support and add details	print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space.
Pattern skills	I can explore patterns using colours, shapes and objects during play.	I can copy simple repeating patterns using colours and objects.	I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.	I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	I can create drawings, paintings, printings and models with more than one line of symmetry.

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

(Drawing skills) Technique	I can explore making marks using a range of drawing tools.	I can draw simple lines and shapes to represent objects.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.
(Drawing skills) Subject	I can explore drawing using my imagination and experiences.	I can draw simple pictures based on what I see or know.	I can draw recognisable objects and people with some detail.	Draws self-portraits and uses ideas from objects or pictures in own work.	Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.
Collage and Weaving	I can explore using different	I can use collage materials to make simple pictures.	Adds additional textures, e.g., rough or smooth.	Adds a range of textures, e.g., smooth, rough, bendy and hard.	Uses an improved vocabulary to explain and describe the	Makes collages/mosaics adding details

	materials to create pictures.		Begins to weave.	Weaves through a simple loom.	range of textures being used, e.g. flexible or rigid.	with a wide range of textures and describes these.
Joining Techniques	I can explore joining materials together during play.	I can join materials using simple tools such as glue and tape.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.
Making skills	I can explore making and creating using different materials.	I can create simple models using a range of materials.	I can add simple details to my creations.	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	I review my own work. I discuss strengths and areas for improvement. I make considered improvements.
Sewing	I can explore sewing using	I can begin to use the skill of sewing	I can begin to use the skill of sewing over and	I can complete some running	I can independently sew a series of	I can join two fabrics with

	different materials and tools.	over and under to make a running stitch with 1:1 support.	under to make a running stitch with some support.	stitches and work independently.	running stitches independently, and I can attempt a cross stitch with support.	various stitches.
Sculpture (Clay or Dough)	I can explore using clay or dough to make shapes and models.	I can manipulate clay or dough by rolling, squeezing and shaping.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.
Expressive Art & Design						
Design						
DT Progression for planning my ideas	I can explore ideas through play and talk about what I want to make.	I can share my ideas with others and talk about what I am making.	I can develop and share my ideas with support from my peers or an adult.	I work with my friend, and we copy, share, and develop ideas together. I can work	I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas	I can carefully develop and share my ideas, experiences, and imagination

				independently to develop my ideas.	further.	independently or collaboratively.
DT Progression for constructing my ideas	I can explore building and constructing using different materials.	I can build simple structures using a range of materials.	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tesselate basic shapes.	I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions.	I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.	I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale.
DT Progression for sculpting	I can explore using clay or dough to make shapes.	I can shape and change clay or dough using my hands.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional

						materials to incorporate and enhance my model.
DT Progression for using scissors.	I can snip the paper and move the scissors forward.	I am beginning to cut along the paper with support from a helping hand holding the paper.	I can cut along a straight line, and I am improving in accuracy.	I can cut a curved line.	I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape.	I can cut around complex shapes such as people.
DT Progression for joining techniques	I can explore joining materials together during play.	I can join materials using simple tools such as glue and tape.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.
DT Progression for making	I can explore making using a	I can make simple models using different	I can add simple details to my models.	Creates my own piece of art with some details, and I	I return to my piece of artwork on another occasion to	I review my own work. I discuss strengths and

	range of materials.	materials.		begin to self-correct any mistakes.	edit and improve my model. I add details and features to enhance my model.	areas for improvement. I make considered improvements.
DT Progression for cooking	I can explore different foods and ingredients during play.	I can help to prepare food using simple tools and techniques.	I can follow simple instructions when making food.	I can stir, spread, knead and shape a range of food and ingredients.	I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	I can measure and weigh food items, non-standard measures, e.g., spoons, cups.
Expressive Art & Design						
Being Expressive (Drama/Role play)						
Small world	I can explore small world play using a range of toys and resources.	I can use small world toys to act out simple stories.	I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories.	I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make	I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play.	I can invent, adapt and recount narratives and stories with my peers and my teacher. . I can perform songs, rhymes, poems and stories with others.

				cities with different buildings, a park with different features or a building with different rooms.		
Role Play	I can explore role play using a range of props and resources.	I can take part in pretend play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines.	I can enhance my Role Play by adding my own resources and constructions. I am beginning to develop complex storylines using my own experiences and known stories.	I can use my imagination to develop complex storylines.	I can develop storylines and characters into my pretend play. I can take part in group Role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.	I can invent, adapt and recount narratives and stories with my peers and my teacher. . I can perform songs, rhymes, poems and stories with others.
Expressive Art & Design						
Music						

Progression of Skills and Knowledge Document for Little Acorns Foundation Unit – Reception – All Areas

Singing / Voice	I can explore making sounds using my voice.	I can join in with songs, rhymes and simple vocal sounds.	I can experiment with changing my voice with different tempos, pitch, and dynamics. I can sing part/ most of some familiar songs. I know some of the words. I can sing in a small group.	I can join in with singing songs with changes to pitch, tempo, or dynamics. I can sing a whole familiar nursery rhyme and familiar song. I can sing in a group and keep in time.	I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch. I can sing in a group and match the pitch and follow the melody. I can sing in tune and keep to the beat.	.I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Exploring and playing instruments **Compositions of music**	I can explore musical instruments and the sounds they make.	I can play instruments to make different sounds.	I can copy and join in with a simple beat on a percussion instrument. I can describe the sounds that I make in simple terms such as	I can play an instrument in time to a simple piece of music. I know how to play a wide range of percussion instruments.	I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.	I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and

			loud, quiet, fast, or slow.	I can create suitable sound effects to match a given theme/story. I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo. I can play a simple composition by following a sequence of some simple symbols, pictures or patterns	I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns. I am beginning to record my own composition in pictures/symbols.	(when appropriate) try to move in time with music.
Listening and responding to Music	I can explore listening to different sounds and music.	I respond when I listen to music.	I can talk about how music makes me feel.	I can talk about emotions in the music, e.g., This music sounds happy,	I can listen to pieces of music and recognises some familiar	I can sing a range of well-known nursery rhymes and songs.

			I can listen to songs/music with changes to pitch, tempo, and dynamics. I can respond to changes in the dimensions of music.	sad, or scary.	instruments that are playing. I can express my opinion on a piece of music. I can talk about what a piece of music reminds me of.	I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.