



Ordsall Primary School Progression Map for Nursery



		N1 - 5 terms Baseline January	N1 - Spring Checkpoint April	N1 - Summer Checkpoint June	N2 - Autumn Checkpoint December	N2 - Spring Checkpoint April	N2 - End of Nursery June
Prime Areas	Communication and Language	<p>I can understand single words in context, such as 'cup'. I can understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>I can understand simple instructions like "give to me" or "stop".</p> <p>I can point to objects if asked about them.</p> <p>I can generally focus on an activity of my own choice.</p> <p>I am beginning to say how I am feeling, using words as well as actions.</p> <p>I am beginning to develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>I can identify familiar objects and properties when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>I react/respond when I hear an adult say my name.</p> <p>I understand simple 'who' / 'what' questions.</p> <p>I am interested in rhymes, action rhymes and songs.</p> <p>I can find things in the pictures of a book.</p> <p>I show preferences in my play</p>	<p>I understand simple instructions with three key words like 'make teddy jump' or 'find your coat'.</p> <p>I can listen to other people's talk with interest but can easily be distracted by other things.</p> <p>I am beginning to develop conversation, often jumping from topic to topic.</p> <p>I can listen to a story for a short period of time.</p> <p>I use pronouns ('me', 'him', 'she'), plurals & prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.</p>	<p>My speech is understood by unfamiliar adults.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can Pronounce:</p> <ul style="list-style-type: none"> • /r/w/y • /f/th • /s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer' <p>I can communicate my needs/wants.</p> <p>I use words and sounds in my play.</p>	<p>I am beginning to enjoy a longer story.</p> <p>I can stop what I am doing when I see the stop sign in nursery.</p> <p>I can repeat unfamiliar words from stories, rhymes and during play activities and experiences.</p> <p>I am beginning to understand simple questions and instructions.</p> <p>I can answer 'who', 'what' and 'yes/no' questions.</p> <p>I am beginning to join in with nursery rhymes, action rhymes and songs.</p> <p>I use the pictures in a book to talk about what is happening.</p> <p>I am developing my language skills and will repeat a modelled sentence.</p> <p>I am able to use simple sentences independently.</p> <p>I am beginning to talk about my likes/dislikes/favourites.</p> <p>I initiate communication using words/action/gesture.</p> <p>I am beginning to use talk within my play.</p>	<p>I am beginning to talk about what happened in a story.</p> <p>I am able to use several 'new' words in context in my speech.</p> <p>I answer/follow simple questions/instructions.</p> <p>I am beginning to respond to two-part questions/instructions.</p> <p>I am beginning to understand and respond to 'why' questions.</p> <p>I know several rhymes, action rhymes and songs and join in confidently.</p> <p>I am developing my communication with others and they understand what I am saying clearly.</p> <p>I am beginning to use longer sentences.</p> <p>I am able to initiate a conversation with an adult or child.</p> <p>I am beginning to use talk to organise my play activities.</p>	<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I can pay attention to more than one thing at a time, which can be difficult.</p> <p>I use a wider range of vocabulary.</p> <p>I can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>I can sing a large repertoire of songs and I know many rhymes.</p> <p>I am able to talk about familiar books.</p> <p>I am developing my communication but I may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>I am developing my pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>I can use longer sentences of four to six words.</p> <p>I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."</p>



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Prime Areas	Personal, Social and Emotional Development	<p>I can express preferences and decisions.</p> <p>I can engage with others through gestures, gaze and talk.</p> <p>I use engagement to achieve a goal, for example, gesture towards their cup to say they want a drink.</p> <p>I can leave my grown up at the door with a little encouragement.</p> <p>I look for clues about how to respond to something interesting, e.g. by pausing and watching or looking for an adult's reaction.</p> <p>I play with increasing confidence on my own.</p> <p>I acknowledge adults in setting.</p> <p>I am starting to enjoy the company of other children and want to play with them.</p> <p>I am increasingly able to manage my emotions.</p> <p>I am able to access snack time with only a little support.</p> <p>I can tell you when I need the toilet.</p>	<p>I can find ways to calm myself, such as by approaching my key person.</p> <p>I am willing to try new things.</p> <p>I can manage new transitions, such as going to the hall for singing, or lunch time.</p> <p>I can develop friendships with other children.</p> <p>I can sometimes manage to share or take turns with others.</p> <p>I talk about my feelings, e.g. I am happy, I am sad.</p> <p>I can do things independently, such as hanging up my bag or washing and drying my hands.</p> <p>I use the toilet with support.</p>	<p>I express a range of emotions.</p> <p>I begin to show 'effortful control'. For example, resisting the strong impulse to grab what they want or push their way to the front.</p> <p>I safely explore emotions beyond their normal range through play and stories, e.g. by acting out/expressing being cross or happy.</p> <p>I grow in independence, rejecting help ("me do it").</p>	<p>I am beginning to be more independent in my play.</p> <p>I am learning to use toys and equipment.</p> <p>I am starting to feel confident in my play.</p> <p>I am beginning to help the adult in setting.</p> <p>I help at tidy-up time.</p> <p>I can leave my main carer independently.</p> <p>I am beginning to show self-confidence.</p> <p>I play with others.</p> <p>I can share and take turns, sometimes with support.</p> <p>I am beginning to understand that there are good choices and bad choices in behaviour.</p> <p>I can follow simple boundaries and routines, sometimes with reminders.</p> <p>I understand that I should not hit out when I feel angry or upset.</p> <p>I am beginning to understand that I and other people have feelings.</p> <p>I can pour steadily from one container to another.</p> <p>I can take off my coat and hang it up on my peg independently.</p> <p>I am independent in toilet routine.</p> <p>I choose, collect and eat my snack independently.</p>	<p>I am independent in my play.</p> <p>I am beginning to show concentration in my play.</p> <p>I help my friends and adults in setting, e.g. during play activities and group tasks.</p> <p>I am starting to interact with visitors in nursery.</p> <p>I can cope with small changes to routine.</p> <p>I am beginning to elaborate my play ideas through talk.</p> <p>I am beginning to understand how to respond to my friends wishes.</p> <p>I am beginning to understand why it is important to make good choices.</p> <p>I follow the boundaries and routines in nursery with few reminders.</p> <p>I am learning to calm myself when I feel angry or upset. I can tell you when I feel happy or sad.</p> <p>I can say how a character in a story is feeling.</p> <p>I can pull up a zip that has been started for me.</p> <p>I can get my coat from my peg put my coat on independently.</p> <p>I use the toilet and wash hands independently.</p> <p>I can put my straw into my milk carton independently.</p> <p>I am beginning to know what is healthy for me, e.g. by sorting healthy and unhealthy foods.</p>	<p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p> <p>I am developing my sense of responsibility and membership of a community.</p> <p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I am showing more confidence in new social situations.</p> <p>I can play with other children, extending & elaborating play ideas.</p> <p>I can find solutions to conflicts and rivalries. e.g. accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.</p> <p>I can remember rules without needing an adult to remind me.</p> <p>I am developing appropriate ways of being assertive.</p> <p>I can talk with others to solve conflicts.</p> <p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I am gradually understanding how others might be feeling.</p> <p>I am increasingly independent in meeting my own care needs.</p> <p>I can make healthy choices about food, drink, activity, toothbrushing.</p> <p>I am increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</p>



Play, Learn and Grow Together!

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Prime Areas	Physical Development	I enjoy moving around the environment.	I enjoy starting to kick, throw and catch balls.	I am beginning to climb confidently.	I can explore how to use ride on toys, climbing equipment and balls in different ways.	I can move by walking, running, balancing, using ride on toys. I can kick and throw a ball.	I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.
		I can clap and stamp to music.	I eat my lunch and/or snack independently.	I am developing manipulation and control.	I can go up steps, stairs and apparatus, using two feet to two feet.	I can go up steps, stairs and apparatus, using alternate feet with the support of a hand or bannister.	I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.
		I attempt to use a push along toy, such as a bike or a scooter.	I show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	I use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	I am learning how to stand still, such as stopping in a freeze game.	I am learning how to skip, hop and stand on one leg.	I can go up steps and stairs, or climb up apparatus, using alternate feet.
		I willingly explore different materials and tools.	I build independently with a range of appropriate resources.	I am beginning to use resources independently.	I can move a flag or streamer by walking/running with it, or moving it from side to side.	I show interest in the marks I make when using gross motor skills.	I can skip, hop and stand on one leg and hold a pose for a game like musical statues.
		I understand and respond to 'stop'.	I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them.		I can take part in adult led group activities and games, sometimes with support.	I am learning to play ring games.	I can use large-muscle movements to wave flags and streamers, paint and make marks.
		I show interest in group activities and games.	I use tools and equipment in the sand/ water/ play dough.		I am beginning to join in with action rhymes.	I can move in a variety of ways; e.g. crawl, run, roll, slide. I can attempt to walk across a plank, with support.	I am starting to take part in some group activities which I make up for myself, or in teams.
		I move to songs, rhymes & music when I see others moving.			I am beginning to move in a variety of ways.	I am beginning to choose the right resources to complete a task safely.	I am increasingly able to use and remember sequences and patterns of movements which are related to music & rhythm.
		I can walk, jump and run.			I understand what different resources are used for.	I am beginning to understand that others can help me complete a challenge.	I can match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.
		I play alongside other children.			I attempt to use one handed-tools and equipment independently.	I am developing my use of one-handed tools and equipment, e.g. scissors, paintbrush, pencil.	I can choose the right resources to carry out my own plan.
		I show interest in making marks.			I can pick up a pen or pencil and use it to make marks.	I am moving towards a comfortable and consistent grip when holding pens and pencils.	I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
					I can take off my coat and hang it up on my peg.	I can get my coat from my peg put my coat on.	I can use one-handed tools and equipment, for example, making snips in paper with scissors.
							I can use a comfortable grip with good control when holding pens and pencils.
							I show a preference for a dominant hand.
							I am increasingly independent when getting dressed and undressed.



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Prime Areas	Literacy	<p>I enjoy songs and rhymes, tuning in and paying attention.</p> <p>I can copy finger movements and other gestures.</p> <p>I enjoy sharing books with an adult.</p> <p>I pay attention and respond to the pictures or the words in a story.</p> <p>I am beginning to develop play around favourite stories using props.</p> <p>I can tell you my name.</p> <p>I can make marks using different materials.</p> <p>I can find my photograph on my coat peg</p>	<p>I show interest in finding my name star with support</p> <p>I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I enjoy drawing freely</p>	<p>I can repeat words and phrases from familiar stories.</p> <p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>I can add some marks to my drawing, which have meaning, e.g. 'That says mummy'.</p>	<p>I know we are reading when we share a book.</p> <p>I know books have words and pictures.</p> <p>I am learning to turn the page in the right direction.</p> <p>I can point to the text in books.</p> <p>I can recognise signs from my local environment (shops, fast food, bus stop, familiar brands)</p> <p>I can repeat a simple clapping pattern.</p> <p>I can talk about what has happened in a story, using prompts and pictures from the book.</p> <p>I am starting to tell you about my mark making.</p> <p>I can sometimes recognise my name, e.g. by sticking on my name star.</p> <p>I can add marks on my picture to stand for my name.</p>	<p>I can point to some familiar print in the classroom environment and talk about what it means.</p> <p>I hold a book the right way up and turn pages correctly.</p> <p>I can say/sing several action songs and rhymes.</p> <p>I can listen for rhyming words and fill in the 'rhyming' gaps in a story, rhyme or song.</p> <p>I can clap the beats in my name and clap a steady beat to a song.</p> <p>I can tell you the sound at the beginning of my name.</p> <p>I can sometimes recognise words with the same initial sound, such as money and mother.</p> <p>I can talk about a story using the pictures.</p> <p>I can recognise my name.</p> <p>My mark making is becoming letter like shapes to represent handwriting.</p> <p>I am beginning to write some letters, such as letters from my name.</p>	<p>I understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>I can spot and suggest rhymes.</p> <p>I can count or clap syllables in a word.</p> <p>I can recognise words with the same initial sound, such as money and mother.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>I can write some of my name.</p> <p>I am beginning to write some lowercase letters, some of which are correctly formed.</p>



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Prime Areas	Maths	<p>I can combine objects like stacking blocks and cups, or putting objects inside others.</p> <p>I can develop counting-like behaviour, such as joining in counting activities by making sounds, pointing or saying some numbers in sequence.</p> <p>I point to which group or picture shows 1.</p> <p>I can show my fingers when asked and take part in finger rhymes e.g. two little dickie birds</p> <p>I make marks freely.</p> <p>I can match one shape to another that is the same</p> <p>I am interested in sorting objects (colour, type or size)</p>	<p>I can build with a range of resources.</p> <p>I am interested in numbers in the environment.</p> <p>I can say when I have more than someone else</p>	<p>I can count in everyday contexts, sometimes skipping numbers e.g. 1, 2, 3, 5</p> <p>I can compare amount, saying "lots"" more" or "same"</p> <p>I can describe an object by its size, shape or colour</p> <p>I can compare sizes, weights etc using gesture and language e.g. bigger/ little/ smaller, high/low, heavy</p>	<p>I can compare quantities using language such as 'more than', 'fewer than' and 'less than.'</p> <p>I can talk about and explore 2D and 3D shapes, such as circles, triangles, rectangles and cuboids, using mathematical language such as 'sides,' 'corners,' 'straight,' 'flat' and 'round.'</p> <p>I can combine shapes to make new ones, e.g. two triangles to make a square.</p> <p>I can talk about and identify patterns around me, such as a design on a rug, stripy clothes, spotty patterns, etc.</p> <p>I can extend a repeating ABAB pattern, e.g. stick, leaf, stick, leaf</p> <p>I can recite numbers to 3</p> <p>I am beginning to say one number name for each item in order</p> <p>I am beginning to develop fast recognition of up to 3 objects, without having to count them individually (subitising)</p> <p>I am beginning to understand position through words alone, such as 'the bag is under the table' or 'the pen is on the mat'</p>	<p>I can say one number name for each item in order</p> <p>I can recite numbers to 5</p> <p>I show fast recognition of up to 3 objects, without having to count them individually (subitising)</p> <p>I can show finger numbers up to 3</p> <p>I can link numerals to amounts within 3, e.g. giving 2 objects when I see the number 2</p> <p>I know that the last number reached when counting tells you how many there are in total (cardinal principle)</p> <p>I can understand position through words alone, such as 'the bag is under the table' or 'the pen is on the mat' without pointing</p> <p>I can use words to describe a familiar route</p> <p>I can discuss locations using words such as 'behind' or 'in front of'</p> <p>I can notice an error in a repeating pattern</p> <p>I can make comparisons between objects relating to properties such as size, length, weight and capacity</p>	<p>I can create my own repeating pattern</p> <p>I can correct an error in a repeating pattern</p> <p>I can select shapes appropriately, e.g. using a triangle to represent a roof, or fitting a piece into a puzzle</p> <p>I can recite numbers past 5</p> <p>I can show finger numbers up to 5</p> <p>I show fast recognition of up to 5 objects, without having to count them individually (subitising)</p> <p>I can link numerals to amounts within 5, e.g. giving 4 objects when I see the number 4</p> <p>I can solve real world mathematical problems with numbers up to 5, for example if I have 2 boys and 1 more boy comes, how many will I have?</p> <p>I experiment with my own symbols, marks and numerals</p> <p>I am beginning to describe a sequence of events (real or fictional), by using words such as 'first,' 'next' or 'then'</p>



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Prime Areas	Understanding of the World	<p>I can repeat actions that have an effect, e.g. splashing in the water or knocking down a tower.</p> <p>I can explore materials with different properties indoors and outdoors.</p> <p>I am beginning to explore sensory play activities independently</p> <p>I will use gesture or take you to something I have seen</p> <p>I can find a tree / flower / person / animal in the environment or in a picture when asked</p>	<p>I can explore and respond to different natural phenomena in their setting, e.g. by talking about the weather or talking about sticks from the trees on the ground</p> <p>I am beginning to talk about people who are important to me, e.g. my family</p> <p>I show an awareness of 'different'</p> <p>I can find my way to the cloakroom / toilet area independently</p>	<p>I am beginning to notice differences between people, e.g. different hair colours</p> <p>I am interested in finding out how things work, e.g. I will explore a new toy</p>	<p>I explore sensory play activities such as sand, water, playdough, tuff spot.</p> <p>I know when something is different/changes.</p> <p>I am beginning to tell you what I can see around me.</p> <p>I can tell you who lives in my house.</p> <p>I am beginning to learn who helps us in school.</p> <p>I repeat an activity to better understand what is happening.</p> <p>I know that I am growing and I used to be a baby.</p> <p>I recognise living things in the environment.</p> <p>I am beginning to explore forces in my play activities.</p> <p>I can talk about what I notice.</p> <p>I am developing a better understanding of 'difference'.</p>	<p>I am beginning to explore my five senses (taste, touch, listen, see, smell)</p> <p>I am beginning to notice similarities and differences between objects varying in properties such as wooden and plastic.</p> <p>I am beginning to talk about different forces I can feel such as push/pull.</p> <p>I can tell you what I see around me.</p> <p>I can tell you about my family members.</p> <p>I am beginning to recognise the jobs that people in stories are doing.</p> <p>I am beginning to explore how things work.</p> <p>I know that plants and animals are living things.</p> <p>I can plant a seed and watch it grow.</p> <p>I beginning to understand life cycles.</p> <p>I handle living things carefully.</p> <p>I am beginning to know that I live in England and that there are different countries in the world e.g. places linked to families such as EAL pupils, places visited on holidays, places featured in books.</p>	<p>I can use all my senses in hands-on exploration of natural materials.</p> <p>I can explore collections of materials with similar and/or different properties e.g. playing in the transient art area.</p> <p>I can talk about the differences between materials and changes I notice in activities such as cooking, melting, floating and sinking.</p> <p>I can talk about what I see, using a wide vocabulary.</p> <p>I am beginning to make sense of my own life-story and family's history.</p> <p>I show interest in different occupations.</p> <p>I explore how things work.</p> <p>I can plant seeds and care for growing plants.</p> <p>I understand the key features of the life cycle of a plant and an animal.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>I explore and talk about different forces I can feel e.g. magnets attracting/ repelling, how water pushes up trying to a push a plastic boat under it.</p> <p>I am continuing to develop positive attitudes about the differences between people.</p> <p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p>



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Play, Learn and Grow Together!

		N1 - 5 terms Baseline January	N1 - Spring Checkpoint April	N1 - Summer Checkpoint June	N2 - Autumn Checkpoint December	N2 - Spring Checkpoint April	N2 - End of Nursery June
Prime Areas	Expressive Arts and Design	<p>I show attention to sounds and music.</p> <p>I can explore my voice and enjoy making sounds.</p> <p>I can explore a range of sound makers and instruments and play them in different ways.</p> <p>I start to make marks intentionally.</p> <p>I explore different materials, using all my senses to investigate them.</p> <p>I enjoy taking part in pretend play.</p> <p>I can create pictures using paint, felt tips or other art materials.</p> <p>I start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>I enjoy moving and dancing to music.</p> <p>I can join in with songs and rhymes, making some sounds.</p>	<p>I can anticipate phrases and actions in rhymes and songs.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can explore paint using brushes and other tools such as fingers.</p> <p>I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>I can manipulate and play with different materials.</p> <p>I can use my imagination as I consider what I can do with different materials, e.g. by making different things in the creative area.</p> <p>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>I choose to engage in role play, e.g. I play in the home corner.</p> <p>I engage in play with small world.</p> <p>I can build with blocks.</p> <p>I am finding out what I can make in the creative area.</p> <p>I can tell you something about what I am doing.</p> <p>I am learning how to use glue or tape to stick join things.</p> <p>I can draw lines and simple shapes.</p> <p>I am developing my understanding of how materials can be used in different ways to draw/paint.</p> <p>I know which colours I am using when I paint.</p> <p>I show awareness of sounds around me.</p> <p>I match my movement/dance to the sounds/music I can hear.</p> <p>I know the words and actions to a familiar nursery rhyme.</p> <p>I can change the way I play an instrument, e.g. loud, fast, quiet, slow.</p>	<p>I can use the role play equipment appropriately.</p> <p>I can use small world to imagine.</p> <p>I can build with a purpose.</p> <p>I can use a range of creative materials to make pictures and models.</p> <p>I am beginning to develop my own ideas of what to make/draw and how to make/draw it.</p> <p>I can join things together with glue or tape.</p> <p>I am beginning to use shapes and lines to represent objects or people.</p> <p>I can draw a picture and tell you about it.</p> <p>I can draw/paint a picture that shows 'happy'.</p> <p>I can use paints to explore colour mixing.</p> <p>I can listen to sounds around me.</p> <p>I am beginning to tell you about what I have heard.</p> <p>I know several nursery rhymes and songs that I am beginning to sing in tune.</p> <p>I can sing loudly and quietly.</p> <p>I can play an instrument loudly and quietly, fast and slow.</p>	<p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings.</p> <p>I can explore colour and colour-mixing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>