Early Years Foundation Stage

Curriculum Delivery Plan

2024-2025

- Created using Development Matters and Birth to 5 Matters (Range 3, 4, 5 and Range 6 used as appropriate)
- Assessments made and linked to age related milestones on ARC PATHWAY
- Coverage monitored termly (RAG) and used for weekly planning in team meetings.
- Retrospective coverage document is built weekly and monitored for gaps and coverage
- Topics driven by children's interests

Autumn 2024	Spring 2025	Summer 2025
Autumn Bonfire night Light and Colour (Diwali) Romanian Day Christmas/ Polish Christmas	Winter Chinese New Year Growth, Change, Spring Easter Eld celebrations Mental health week	Community visits Keeping Healthy Traditional tales Around the World (African Carnival) Animal Kingdom/Mini-beasts
Possible core books and texts (can be changeable between terms)		
FICTION 2-3 Years Old Dear Zoo Rabbit's Nap Walking through the Jungle Fox's Socks **FICTION 3-4 Years Old** The Gruffalo Owl Babies Whatever Next Hairy McClary Little Rabbit Foo Foo Titch	**FICTION 2-3 Years Old** The Very Hungry Caterpillar Every Bunny Dance Peace at Last Postman Bear **FICTION 3-4 Years Old** We're Going on a Bear Hunt Stickman Jolly Postman Oi Frog series Jack and the Beanstalk The Very Hungry Caterpillar	**FICTION 2-3 Years Old** Hide and Seek Pig Ten in the Bed The Tiger Who Came to Tea Duck in the Truck **FICTION 3-4 Years Old** Goldilocks and the Three Bears Rhyme crime What the Ladybird Heard Supertato Handa's Surprise The Odd Egg
Non-~~FI~~CTION 2–3-Year-Old **Diwali** **Amazing Aeroplanes** **Non-FICTION 3–4-Year-Old** **Diwali** **My Animal Kingdom** **Autumn**	**Non -FICTION 2–3-Year-Old** **Celebrations – Children Just Like Me** **Animals in the Field** **Non-FICTION 3–4-Year-Old** Festivals Winter	**Non-FICTION 2–3-Year-Old** Bugs – Look and Find Dinosaurs **Non-FICTION 3–4-Year-Old** Food Fabulous Food Spring
Special festival dates and events		
31st October - Halloween 1st November – Diwali 1st December – National Romanian Day 25th December – Christmas Day	25th January – Burns Night 29th January – Chinese New Year 6th March – World Book Day 30th March – Mother's Day 28th Feb - 30th March – Ramadan 20th April – Easter	30th March – Eid-al-fitr 2nd May – International Space Day 15th June – Father's Day

Other possible topics based on popularity and children's interests	Possible Core Poems (BASED FROM POETRY BASKET)	Possible Core Nursery Rhymes
Additional (possible starting points)	**2–3-Year-Old**	**2–3-Year-Old**

Dinosaurs Bugs and Insects Enveloping Vehicles People Who Help Us Animals	Popcorn Leaves are Falling Chop chop <u>3–4-Year-Old</u> Popcorn Leaves are Falling Chop chop All About Me	Baa baa black sheep 5 Little Speckled Frogs Old McDonald <u>3–4-Year-Old</u> Down in the Jungle Elephants have Wrinkles Dingle Dangle Scarecrow Sandy Girl

Possible linked experiences and parent engagement		
AUTUMN	SPRING	SUMMER
-BEEP BEEP DAY - FIRE ENGINE VISIT - CORBY LIBRARY VISIT - CHRISTMAS - crafts and carols stay and play	- DENTIST VISIT - MOTHERS DAY - afternoon tea -GRANDPARENTS DAY – stay and play - EID – cooking and henna -FOREST SCHOOL	- FARM - visitors -FATHERS DAY – stay and play (sports day) - CIRCUS - visit - BIN LORRY -visit - MUSIC MAN - Virgil – Romanian songs

Our Unique Provision

Our learning environment is organised into areas of continuous provision providing the children with opportunities for child-initiated learning both indoors and outdoors. Our learning environments are designed to promote independence and curiosity. The learning environments are carefully enhanced to ensure that children can practise and apply. The adults will share ideas, set uncapped challenges and support and scaffold where appropriate 'in the moment'

We recognise that young children do not necessarily learn in a linear way and plan to deliver a broad and balanced curriculum that touches on all aspects across the year, based on the observations of children's play and what their interests are. This appears in the weekly enhancements to the continuous provision, as well as in the adult-led focused work and group-time work. The characteristics of effective teaching and learning sit at the heart of our curriculum offer and are included in our ongoing assessments of children.

As our planning is child centred, driven by individual interests and next steps, we follow a loosely structured yearly overview plan, the only fixed themes being transitional provision, key seasonal interests, and celebrations such as Christmas and Diwali. This document is used termly to ensure progression, challenge and coverage across the continuous provision, enhanced provision, whole class teaching, group work and independent challenge.

Medium Term planning is used informally by staff to ensure a balance of provision and also respond to children's interests. Through tracking of progress of individual children and the cohort, areas for development are highlighted and planned for. Opportunities for parents to be involved in their child's learning are also identified to ensure regular opportunities and a variety of ways to be involved throughout the year. This is captured through our assessment and tracking system.

As part of our provision, we identify Core Books which are used to support children to build the foundations for literacy, understanding and encouraging and promoting the enjoyment of stories, books and rhymes. This helps children early in their development to recognise that print carries meaning.

SMSC (spiritual, moral, social, and cultural development) is delivered as part of all what we do. In the early years at ***Exeter Nursery***, we are constantly encouraging and teaching our children to have the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. We foster a sense of enjoyment and fascination in learning about themselves, others, and the world around them and practise our use of imagination and creativity. We offer experiences to be reflective about our own learning and behaviour and are always teaching and nurturing our children to help them best understand the consequences of their behaviours and actions. Our coverage in 'understanding the world' helps us to teach the foundations of acceptance and engagement with all the fundamental British values. This enables our children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

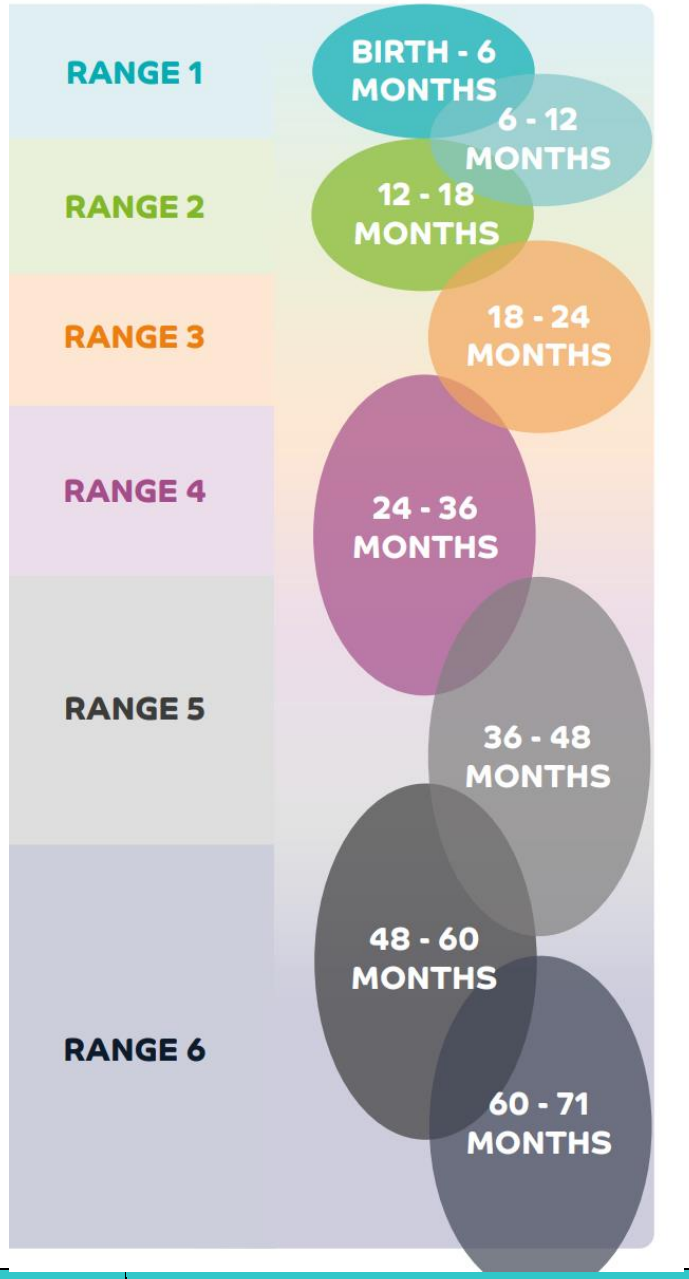
EYFS Educational Programmes	Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality	Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that	Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the

	of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.	development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

	Characteristics of Effective Teaching and Learning		
	Playing and Exploring	**Active Learning**	**Creating and Thinking Critically**

	Children investigate and experience things, and 'have a go' **Children will be learning to:** • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." • Make independent choices. • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.	**children concentrate and keep on trying if they encounter difficulties, and enjoy achievements** **Children will be learning to:** • Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens. • Show goal-directed behaviour. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult.	**Children have and develop their own ideas, make links between ideas, and develop strategies for doing things** **Children will be learning to:** • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
ELGs	**Managing Self** Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	**Managing Self** Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge **Self Regulation** Children at the expected level of development will: • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	**Managing Self** Children at the expected level of development will: • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Key to understanding the age ranges:



PSED	Making relationships	Sense of self	Understanding emotions

Range 3	• Explores the environment, interacts with others and plays confidently while parents/carer or key person is close by: using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. • Shows empathy by offering comfort that they themselves would find soothing i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other responses • Will sometimes experiences long periods of social engagement as overwhelming and may withdraw or collapse with frustration	• Is aware of and interested in their own and others physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use *me, you and I* in their and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, *me do it* or *mine*	• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration, and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which ca be overwhelming and result in losing control of feelings, body and thinking • Is aware of others feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others agendas and with change and boundaries
Range 4	Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety . • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest	• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for	Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Range 5	• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations, and changes in routine, and becomes more able

Range 6	• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	• Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity	• Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
	Development Matters - Prime Area - Personal, Social & Emotional Development – Observation Check Points **Birth to Three** • Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? • Between the ages of 2 and 3, does the child start to enjoy the company of other children and wat to play with them? **Note**: watch out for children who get extremely upset by certain sounds, smells, or tastes, and cannot be calmed. Or children who seem worried, sad, or angry for much of the time. You will need to work closely with parents and other agencies to out more about these developmental difficulties. **Three and Four Years Old** <u>Around the age of 3</u> • Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? • Can the child settle to some activities for a while? <u>Around the age of 4</u> • Does the child play alongside others or do they always want to play alone? • Does the child take part in pretend play (for example, being 'mummy' or 'daddy'? • Does the child take part in their pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? **Note**: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties. • Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve he child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to moe and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.		

CaL	Listening and Attention	Understanding	Speaking
Range 3	• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity	• Understanding different situations – able to follow routine events and activities and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. *Throw a ball*)	• Turns when hears own name Starts to understand contextual cues, e.g. familiar gestures, words and sounds
Range 4	• Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus	• Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad	• Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)
Range 5	• Listens to others in one-to-one or small groups when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)	•Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions	• Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

Range 6	• Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span	•Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g, nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play
	Development Matters - Prime Area - Communication and Language – Observation Check Points Birth to Three • By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in? • By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up" • Towards their second birthday, can the child use up to 50 words? • Is the child beginning to put two or three words together: "more milk"? • Is the child frequently asking questions, such as he names of people and objects? • Towards their third birthday, can the child use around 300 words? These words include descriptive language. Thy include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). • Is the child linking up to 5 words together? • Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with. • Can the child follow instructions with three key words like: "can you wash dolly's face?" • Around the age of 2, can the child understand many more words than they can say – between 200-500 words? • Around the age of 2, can he child understand simple questions and instructions like: "where's your hat?" or "what's the boy in the picture doing?" • Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed. Three and Four Years Old • Around the age of 3, can the child shift from one task to another if you fully obtain their attention, or example, by using their name? • Around the age of 4, is the child using sentences of four to six words –"I want to play with cars" or "what's the that called?" • Can the child use sentences joined up wit words like 'because', or 'and'? For example: "I like ice cream because it makes my tongue shiver". • Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?		

PD	Moving and Handling	Health and Self Care
Range 3	• Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand) • Shows interest, dances, and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movements and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use	• Sleeps for 12-14 hours a day with one/two naps daytime sleeping continues to be important for healthy development • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need • Uses physical expression of feelings to release stress • Generally, has up to 16 feet – helps adult with brushing teeth • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoors and outdoor clothing and shoes/wellingtons • Clearly communications wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges • Helps with dressing/undressing and care routines, enjoying he rituals established for hand washing and teeth cleaning • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling
Range 4	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers	Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
Range 5	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Range 6	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	• Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
	Development Matters - Prime Area - Communication and Language – Observation Check Points Birth to Three • Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? • Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs. They may need help o develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.	

Lit	Reading	Writing
Range 3	• Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experiences	*As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.* • Begins to understand the cause and effect of their actions in mark marking • Knows that the marks the make are of value • Enjoys the sensory experience of making marks
Range 4	Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a … Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	• Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Range 5	• Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness ♦ Shows awareness of rhyme and alliteration ♦ Recognises rhythm in spoken words, songs, poems and rhymes ♦ Claps or taps the syllables in words during sound play ♦ Hears and says the initial sound in words	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Range 6	• Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness Continues a rhyming string and identifies alliteration ♦ Hears and says the initial sound in words ♦ Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them ♦ Starts to link sounds to letters, naming and sounding the letters of the alphabet ♦ Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Maths	Comparison	Counting	Cardinality	Composition	Spatial Awareness	Shape	Pattern	Measure
Range 3	• Responds to words like lots or more	• Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence	• Uses number words, like one or two and sometimes responds accurately when asked to give one or two things		• Enjoys filling and emptying containers •Investigates fitting themselves inside and moving through spaces	• Pushes objects through different shaped holes, and attempts to fit shapes into spaces or inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structure and arrangements	• Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys	• Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines
Range 4	• Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'	Begins to say numbers in order, some of which are in the right order (ordinality)	• In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers		• Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away	Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions	Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines	Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time
Range 5	• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!	• May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10	• Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings	• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	• Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like	• Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks	• Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories

Range 6	• Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size	• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality)	• Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10)	• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"	• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks	• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build	• Spots patterns in the environment, beginning to identify the pattern "rule" • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars

UW	People and Communities	The World	Technology
Range 3	• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate the • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these	• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot	• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them
Range 4	• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others	• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake	Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate “low technology” such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another
Range 5	• Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay, and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment	• Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
Range 6	• Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	• Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes	• Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them

EAD	Creating with Materials	Being Imaginative and Expressive
Range 3	• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sound and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources	• Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals
Range 4	• Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements
Range 5	• Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose	• Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme
Range 6	• Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	• Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative