| EYFS EXPLORING AND USING MEDIA AND MATERIALS OBJECTIVES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 16-26 months |  |  |  |  | 22-36 months |  |  |  | 30-50 months |  |  |  |  |  |  |  |  |  |  |  |  | 40-60 months |  |  |  |  |  |  |  |  |  | ELG |  |
|  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 |
| NURSERY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Who lives in my house? |  |  |  |  |  |  |  |  | V |  | V |  |  | V | $\checkmark$ |  | $\checkmark$ |  | V | V |  |  |  |  |  |  |  |  | $\checkmark$ | V |  |  |  |  |
| Where does the day go at night? |  |  |  |  |  |  |  |  | V |  | V | V | V |  | V |  |  | V |  |  |  |  |  |  | V | V | $\checkmark$ |  |  |  |  |  |  |  |
| Which colours make you happy or sad? |  |  |  |  |  |  |  |  | V | V |  |  |  | V |  | V | V | V |  |  |  | $\checkmark$ |  |  | V | $\checkmark$ | $\checkmark$ |  |  | V |  |  |  |  |
| What would you find at the farm? |  |  |  |  |  | V |  |  |  |  | V | V | V |  | V |  | V | V | V | V |  |  |  |  |  |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  |  |
| Who goes to the ugly bug ball? |  |  |  |  |  |  | V | V |  | V | V | V | V | V | V |  | V |  |  |  |  |  | V | V |  |  |  |  |  |  |  |  |  |  |
| What can I do in water? |  |  |  |  |  |  | V |  |  |  | V |  |  | V |  | V |  | V |  |  | $\checkmark$ | V |  |  |  |  |  |  |  | V | $\checkmark$ | V |  |  |
| RECEPTION |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| What do I know about me? |  |  |  |  |  |  |  |  |  | V | V | V | V | V | $\checkmark$ |  | $\checkmark$ |  |  |  |  |  | V | $\checkmark$ |  |  |  |  |  |  |  |  | $\checkmark$ | $\checkmark$ |
| Why are there so many leaves on the ground? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | V | V | $\checkmark$ | V |  |  | $\checkmark$ |  |  | V | V | $\checkmark$ | V | $\checkmark$ | V |  |  |  | $\checkmark$ |
| Who are the famous characters inside my books? |  |  |  |  |  |  |  |  |  | $\checkmark$ | V | V | V | $\checkmark$ | V |  |  |  |  |  |  |  | $\checkmark$ | V |  |  |  |  |  |  |  |  | V |  |
| Should Goldilocks say sorry? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | V | V | V | $\checkmark$ | $\checkmark$ |  |  |  |  |  | V |  | V | V | $\checkmark$ |  | $\checkmark$ |
| Are all my minibeasts scary? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | V | V |  |  |  | $\checkmark$ | $\checkmark$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Who can I ask for help? |  |  |  |  |  |  |  |  |  | $\checkmark$ |  | V | V | $\checkmark$ | V | V | V | V | V |  |  | $\checkmark$ | V | $\checkmark$ |  | $\checkmark$ |  |  |  |  |  |  | V | $\checkmark$ |

ESPRIT

## 16-26 months

1. Explores and experiments with a range of media through sensory exploration, and using whole body.
2. Move their whole bodies to sounds they enjoy, such as music or a regular beat.
3. Imitates and improvises actions they have observed, e.g. clapping or waving.
4. Begins to move to music, listen to or join in rhymes or songs.
5. Notices and is interested in the effects of making movements which leave marks.

## 22-36 months

1. Joins in singing favourite songs.
2. Creates sounds by banging, shaking, tapping or blowing.
3. Shows an interest in the way musical instruments sound.
4. Experiments with blocks, colours and marks.

30-50 months

1. Enjoys joining in with dancing and ring games.
2. Sings a few familiar songs.
3. Beginning to move rhythmically
4. Imitates movement in response to music.
5. Taps out simple repeated rhythms.
6. Explores and learns how sounds can be changed.
7. Explores colour and how colours can be changed.
8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects
9. Beginning to be interested in and describe the texture of things.
10. Uses various construction materials
11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
12. Joins construction pieces together to build and balance.
13. Realises tools can be used for a purpose.

## 40-60 months

1. Begins to build a repertoire of songs and dances.
2. Explores the different sounds of instruments.
3. Explores what happens when they mix colours.
4. Experiments to create different textures.
5. Understands that different media can be combined to create new effects.
6. Manipulates materials to achieve a planned effect.
7. Constructs with a purpose in mind, using a variety of resources.
8. Uses simple tools and techniques competently and appropriately.
9. Selects appropriate resources and adapts work where necessary.
10. Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG

1. Children sing songs, make music and dance, and experiment with ways of changing them.
2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
