

Four Swannes Nursery Assessment Checklist



	Baseline	Check Point 1- December	Checkpoint 2- March	Checkpoint 3 -ELG – June
Communication and Language Listening, attention and understanding	<ul style="list-style-type: none"> <li>• I can listen with interest to adults when they read stories in 1-1 or small group situations. I can show interest in sounds, songs and rhymes, trying to join in with actions or vocalisations.</li> <li>• I can understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</li> <li>• I can shift from one task to another if you get my attention using my name.</li> <li>• I can understand an instruction with three key words e.g. <b>“Can you wash dolly’s face?”</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can join in with rhymes and songs by making sounds and by moving my body.</li> <li>• I can respond to my own name by looking at the person speaking</li> <li>• I can concentrate for 5 minutes on an activity and on the carpet</li> <li>• I can understand simple questions and instructions. E.g. 'where is your coat?' and 'Go and fetch your shoe?'</li> <li>• I can show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> </ul>	<ul style="list-style-type: none"> <li>• I can concentrate for slightly longer periods, including 8 minutes during a carpet activity</li> <li>• I can focus on adults as they read or sing, responding with sounds and movements</li> <li>• I can respond appropriately to key vocabulary such as tidy, fetch, sit down, wash hands</li> <li>• I can identify characters in familiar books</li> <li>• I can follow a familiar story with props and pictures.</li> <li>• Understands questions such as who; why; when; where and how</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to longer stories and recall much of what happens</li> <li>• I can remember, join in with and retell familiar rhymes and stories</li> <li>• I can understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</li> <li>• I can turn my head and focus on adults and friends, as I speak and play, responding to comments appropriately</li> <li>• I can follow a familiar two-part instruction e.g. fetch your coat and sit on the carpet.</li> </ul>
Communication and Language Speaking	<ul style="list-style-type: none"> <li>• I can use everyday words to talk about people I know</li> <li>• I can use a variety of questions (e.g. what, where, who).</li> <li>• I can link up to 5 words together to form a simple sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can copy unfamiliar sounds and words</li> <li>• I can use a variety of words, including common nouns (animals, body parts etc) descriptive language (size, colour).</li> <li>• I can respond to questions using simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to ask and respond to ‘why’ and ‘how’ questions.</li> <li>• I am beginning to use sounds f, v, s, z, sh consistently</li> <li>• I can use words about things that interest me. E.g. Brontosaurus</li> </ul>	<ul style="list-style-type: none"> <li>• I can use longer sentences of at least 6 words</li> <li>• I am beginning to join phrases with words, including of, so, but, because</li> <li>• I can attempt to use multisyllabic words</li> <li>• I can speak with clarity, using future and past tense (sometimes with errors).</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can use pronouns, plurals and prepositions, not always correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can start a conversation with an adult or friend</li> <li>• I can use more complex sentences to link thoughts (e.g. using and, because)</li> </ul>	<ul style="list-style-type: none"> <li>• I can give my point of view and debate when I disagree e.g. I like bananas...they are soft and yummy.</li> <li>• I can start a conversation with an adult or friend and take my turns to speak</li> </ul>	<ul style="list-style-type: none"> <li>• I can use talk in my play to organise an activity with others e.g. 'Let's go on a bus...you sit there... I'll be the driver.</li> <li>• I am able to use pronouns (he, she, him) and plurals correctly</li> </ul>
<p>Personal, social and emotional development</p> <p>Building relationships</p>	<ul style="list-style-type: none"> <li>• I can play alongside others.</li> <li>• I can show interest in others' play and start to join in.</li> <li>• I can seek out others to share experiences.</li> <li>• I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name my teacher and some of my peers.</li> <li>• I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> <li>• I am beginning to initiate play, offering cues to peers to join me.</li> <li>• I can form a special friendship with another child</li> <li>• I can assert my own ideas and preferences and take notice of other people's responses.</li> </ul>	<ul style="list-style-type: none"> <li>• I seek out others to share experiences.</li> <li>• I can show affection and concern for my teachers and peers.</li> <li>• I am confident to talk to other children when playing together.</li> <li>• I can keep play going by responding to what others are saying or doing.</li> </ul>	<ul style="list-style-type: none"> <li>• I am becoming more confident with unfamiliar people in familiar settings</li> <li>• I can play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children.</li> <li>• I can demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
<p>Personal, social and emotional development</p>	<ul style="list-style-type: none"> <li>• I can say if I do or do not want something eg. a milk or banana at snack time.</li> <li>• I can put my coat on my peg and my bag in the tub.</li> <li>• I can recognise my own lunch box or water bottle.</li> </ul>	<ul style="list-style-type: none"> <li>• I can join in a range of activities that interest me.</li> <li>• I can put on an apron when reminded.</li> <li>• I can follow the rules with reminders from others</li> </ul>	<ul style="list-style-type: none"> <li>• I know when to put an apron on.</li> <li>• I can go to the toilet independently.</li> <li>• I can tell adults when I am hungry or tired or when I want to rest or play.</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware that I am part of <b>Willow class</b> and have a shared responsibility to follow our class rules.</li> <li>• I can follow the rules, understanding why they are important</li> </ul>


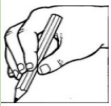


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	<ul style="list-style-type: none"> <li>• I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed.</li> <li>• I can select and use resources with support.</li> <li>• I gain more bowel and bladder control and can attend to toileting needs most of the time myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to be independent in self-care, but still often need adult reminders.</li> <li>• I can tidy toys away when I have finished with them.</li> <li>• I can usually manage washing and drying hands.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to learn about using equipment safely</li> <li>• I can get dressed 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</li> </ul>	<ul style="list-style-type: none"> <li>• I can decide what I want to achieve when playing eg, I want to build a rocket</li> <li>• I understand that equipment and tools have to be used safely.</li> </ul>
Personal, social and emotional development self-regulation	<ul style="list-style-type: none"> <li>• I can separate from main carer with support and encouragement from a familiar adult. I can seek comfort from familiar adults, when needed</li> <li>• I can respond to a few appropriate boundaries, with encouragement and support I am beginning to show effortful control 'waiting for a turn or resisting pushing to the front'.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to learn that some things are mine, some things are shared and some things belong to other people</li> <li>• I can respond to the feelings and wishes of others</li> <li>• I am aware, with support, that some actions can hurt or harm others</li> <li>• I am beginning to express my own feelings such as sad, happy, cross, scared, worried.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult</li> <li>• I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.</li> <li>• I can inhibit my own actions/behaviours most of the time, e.g. stop myself from doing something I should not do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</li> <li>• I can usually adapt my behaviour to different events, social situations and changes in routine</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• I can choose to pick up equipment and make marks with it</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to use a palmer grasp and four-finger grip when asked to pinch my media (pencil,</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a palmer grasp when using writing media • I can use a static tripod or</li> </ul>	<ul style="list-style-type: none"> <li>• I can use one-handed tools and equipment, including rollers, hole punch.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can at least use a fistful grasp</li> </ul>  <ul style="list-style-type: none"> <li>• I am beginning to explore using scissors             <ul style="list-style-type: none"> <li>• I can make connections between my movement and the marks I make. E.g. circles and lines I can participate in finger and action rhymes, songs and games, imitating the movements.</li> </ul> </li> </ul>	<p>brush)</p>  <ul style="list-style-type: none"> <li>• I can use fine motor equipment such as rollers, cutters and threading cards.</li> <li>• I can copy fine motor movements modelled by an adult. E.g. closing tweezers.             <ul style="list-style-type: none"> <li>• I am beginning to mould playdough in different ways.</li> <li>• I can manipulate a range of tools and equipment in one hand. Tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> </ul> </li> </ul>	<p>quadrupod grasp when modelled.</p>  <ul style="list-style-type: none"> <li>• I can copy pre-handwriting patterns e.g. zigzag lines, crisscross</li> <li>• I can pick up tiny objects using a fine pincer grasp.</li> <li>• I am beginning to use pincers, tweezers and threading equipment with some control</li> <li>• I can use tools with more control, creating with purpose. E.G. using a cutter to make a gingerbread man.</li> <li>• I can hold my scissors correctly when modelled by an adult and make snips in paper.</li> <li>• I begin to form recognisable letters independently.</li> <li>• I can show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to cut along a continuous line, using one hand.</li> <li>• I can hold a pencil near the point between thumb and two fingers effectively in preparation for fluent writing.</li> </ul>  <ul style="list-style-type: none"> <li>• I can copy some letters from my name.             <ul style="list-style-type: none"> <li>• I can use tweezers and pincers to move objects from place to place.</li> <li>• I can show preference for a dominant hand.</li> <li>• I can use a range of small tools, including scissors, paintbrushes and cutlery. I begin to show accuracy and care when drawing.</li> </ul> </li> </ul>
<p>Physical Development</p> <p><b>Gross Motor</b></p>	<ul style="list-style-type: none"> <li>• I can squat with steadiness to rest or play with object on the ground, and rise to feet without using my hands.</li> <li>• I can climb confidently and am beginning to pull myself up on nursery play climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can safely sit on a chair</li> <li>• I can sit on the carpet for 5 minutes unaided</li> <li>• I can attempt to kick a ball</li> <li>• I can control my whole body and can negotiate space and objects</li> </ul>	<ul style="list-style-type: none"> <li>• I can kick a large ball.</li> <li>• I can respond and move to rhythm and music, moving safely in a smaller space.</li> <li>• I am beginning to copy movements such as, hopping, jumping, skipping, and rolling</li> </ul>	<ul style="list-style-type: none"> <li>• I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• I am increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can run but sometimes fall.</li> <li>• I can use my feet to scoot along on a trike or balance bike.</li> <li>• I can catch a large ball.</li> <li>• I can sit comfortably on a chair with both feet on the ground.</li> </ul>	<ul style="list-style-type: none"> <li>• I can pour water and sand using different sized containers.</li> <li>• I can use large-muscle movements to wave flags and streamers paint and make marks.</li> <li>• I can run safely on whole foot.</li> <li>• I can ride a trike or balance bike with good control whilst walking</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to stand on one foot with support.</li> <li>• I can wave my arms or ribbons to make vertical lines and circles in the air.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• I can catch a large ball</li> <li>• I can move freely and with pleasure and confidence in a range of ways, including running skillfully and negotiate space successfully.</li> <li>• I am beginning to use my arms and ribbons to draw circles in a figure of 8</li> <li>• I can ride a balance bike with good control whilst running or gliding</li> </ul>
<p style="text-align: center;"><b>Literacy</b> <b>Reading : Comprehension and word reading</b></p>	<ul style="list-style-type: none"> <li>• I can fill in missing words from well-known rhymes.</li> <li>• I can listen to stories and poems, when reading one-to-one and in small groups.</li> <li>• I can talk about something I can see in a story.</li> <li>• I can hold a book the right way up and turn the pages.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify signs and symbols in the environment and recall what they mean.</li> <li>• I know books are special. I can look after them.</li> <li>• I can join in with familiar songs, rhymes, and repeat familiar phrases from simple stories.</li> <li>• I know that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• I can count or clap syllables in a word.</li> <li>• I can make suggestions about what might happen next in a story.</li> <li>• I know that print carries meaning and is read left to right, top to bottom</li> <li>• I can identify and suggest rhymes.</li> <li>• I can identify letters from my own name in other words.</li> <li>• I begin to be aware of the way stories are structured, and to tell own stories.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the different parts of a book, including front cover, back cover, title, author, page.</li> <li>• I can engage in extended conversations about stories, learning new vocabulary.</li> <li>• I can tell a story to friends.</li> <li>• I can talk about events, the setting and characters in books.</li> <li>• I can recognise my own name.</li> <li>• I can show awareness of rhyme and alliteration</li> <li>• I can recognise rhythm in spoken words, songs, poems and rhyme and claps or taps the syllables in words during sound play.</li> </ul>

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				Hears and says the initial sound in words
Literacy Writing	<ul style="list-style-type: none"> <li>• I can make connections between my actions and the marks being made.</li> <li>• I can show an interest in mark making activities. E.G. marks in sand, cornflour, paintbrushes and water.</li> </ul>	<ul style="list-style-type: none"> <li>• I can distinguish between the different marks I make.</li> <li>• I can use a range of tools to make marks.</li> <li>• I can show an interest in my own marks and others marks.</li> <li>• I can attempt to copy my name.</li> <li>• I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> </ul>	<ul style="list-style-type: none"> <li>• I can imitate an adult writing. E.G. a shopping list or card.</li> <li>• I can start to write identifiable shapes and letters.</li> <li>• I sometimes give meaning to my drawings and paintings</li> </ul>	<ul style="list-style-type: none"> <li>• I can use print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• I can tell an adult what I have drawn or painted.</li> <li>• I can write my first name independently, so it is recognizable to others, using a variety of media.</li> </ul>
Phonics		<p><b>Aspect 1</b></p> <p>I can identify sounds I hear inside/outside</p> <p>I can make noises on different surfaces using hands or drumsticks</p> <p>I can sing at different volumes</p>	<p><b>Aspect 4</b></p> <p>I can join in repetitive story/song refrains</p> <p>I can move in time with a beat</p> <p>I can match 2 -3 rhyming items</p> <p>I can complete a familiar rhyme</p>	<p><b>Aspect 6</b></p> <p>I can explore mouth movements such as a blowing, sucking and wiggling my tongue</p> <p>I can make voice sounds such as weeeeeee</p> <p>I can experiment with voice sounds such as shouting, whispering and squeaking</p>

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		<p>I can recreate a simple sequence of sounds          I can add appropriate sound effects to stories and songs with support.</p> <p><b>Aspect 2</b>          I can name a selection of instruments          I can play a selection of instruments in front of others alone or as a part of a group I can change how an instrument sounds (tempo, volume)          I can stop and start playing an instrument at a signal          I can identify an instrument being played behind a screen</p> <p><b>Aspect 3</b>          I can copy a body sound such as a clap          I can join in with action songs          I can identify a body sound such as stamping feet          I can suggest times to be noisy or quiet          I can move my body in response to music/sounds</p>	<p><b>Aspect 5</b>          I can copy exaggerated sounds such as ssssssss          I can say simple letter sounds correctly using the correct mouth movement          I can correctly suggest an object/person's name when given an initial sound          I can match two items that have the same initial sound</p>	<p>I can copy robot talk such as c - a - t          I can describe a sound eg. high, loud, short, quiet <b>Aspect 7</b>          I can speak in sound talk e.g. t - a - n          I can count or clap out phoneme sounds in CVC words          I can identify items by blending e.g. t - a - p... tap I can recognise words with the same initial sound, such as money and mother</p>
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<p style="text-align: center;"><b>Maths Number</b></p>	<ul style="list-style-type: none"> <li>• I can attempt to join in with number rhymes.</li> <li>• I can bring one or two objects when an adult request.</li> <li>• I can engage in counting-like behavior, making sounds and pointing or saying some numbers in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc)</li> <li>• I can sort objects using one simple criteria</li> </ul>	<ul style="list-style-type: none"> <li>• I can show 'finger numbers' up to 5.</li> <li>• I can experiment with my own symbols and marks as well as numerals                             <ul style="list-style-type: none"> <li>• I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can quickly recall up to 3 objects, without having to count them individually ('subitising').</li> <li>• I can say one number for each item in order: 1,2,3,4,5.</li> <li>• I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>
<p style="text-align: center;"><b>Maths Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>• I can recite some number names in sequence (not necessarily understand at this stage)</li> </ul>	<ul style="list-style-type: none"> <li>• I can show an understanding of simple comparisons like 'more'</li> <li>• I can show understanding of conservation</li> </ul>	<ul style="list-style-type: none"> <li>• I can recite numbers past 5</li> <li>• I can compare quantities using language: 'more than', 'fewer than'.</li> <li>• I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> </ul>	<ul style="list-style-type: none"> <li>• I can solve real world mathematical problems with numbers up to 5</li> <li>• I can recite numbers to 10</li> <li>• I can subitise one, two and three objects (without counting)</li> <li>• I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>

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<p style="text-align: center;"><b>Maths</b> <b>Space shape and measure</b></p>	<ul style="list-style-type: none"> <li>• I can understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>• I can anticipate specific time-based events such as mealtimes or home time.</li> <li>• I can use blocks to create my own simple structure or arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to categorise objects according to properties such as shape or size.</li> <li>• I am beginning to compare sizes, weight etc using language of 'bigger/little/smaller', 'high/low', 'heavy'.</li> <li>• I can see some shapes in pictures and can start to make pictures using shapes.</li> <li>• I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• I can show awareness of shape similarities and differences between objects</li> </ul>	<ul style="list-style-type: none"> <li>• I can use small world play to experiment with size, shape, differences and similarities.</li> <li>• I can understand position through words alone – for example, "The bag is under the table," – with no pointing</li> <li>• I can talk about and identify patterns. Eg. 'pointy', 'spotty', 'blobs' etc.</li> <li>• I am beginning to describe a sequence of events, real or fictional, using words such as 'fir</li> <li>• Chooses items based on their shape which are appropriate for the child's purpose             <ul style="list-style-type: none"> <li>• In meaningful contexts, I can find the longer or shorter, heavier or lighter and more/less full of two items</li> </ul> </li> <li>• I can talk about 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• I can make comparisons between objects relating to size, length, weight and capacity             <ul style="list-style-type: none"> <li>• I can extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul> </li> <li>• I can notice and correct an error in a repeating pattern.</li> <li>• I can discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>• I enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> </ul>
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<p style="text-align: center;"><b>Understanding the World</b> <b>People culture and communities</b></p>	<ul style="list-style-type: none"> <li>• I can recognise my own immediate family and relations.</li> <li>• I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show interest in the lives of people who are familiar to me.</li> <li>• I am beginning to role-play familiar people and different jobs e.g. shopkeeper.</li> <li>• I can remember and talk about significant events in their own experience</li> </ul>	<ul style="list-style-type: none"> <li>• I can see my new friends have similarities and differences that connect them to, and distinguish them from, others. E.g. hair colour, gender</li> <li>• I can show interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• I am developing a positive attitude about the differences between people.</li> <li>• I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos.</li> </ul>
<p style="text-align: center;"><b>Understanding the World</b> <b>The natural world</b></p>	<ul style="list-style-type: none"> <li>• I can play with smallworld models such as a farm, a garage or a train track.</li> <li>• I can name common nouns- farm animals, jungle animals, sea creatures.</li> <li>• I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to notice changes in my environment.</li> <li>• I can comment on what is happening to the weather and why e.g. I am wearing a scarf</li> <li>• I can comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• I can explore collections of materials with similar and/or different properties.</li> <li>• I show interest when planting seeds</li> <li>• I am beginning to understand the need to respect and care for the natural environment and all living things</li> <li>• I can talk about why things happen and how things work</li> </ul>	<ul style="list-style-type: none"> <li>• I can care for growing plants.</li> <li>• I understand the key features of the life cycle of a plant and an animal</li> <li>• I can explore and talk about different forces I feel.</li> <li>• I can talk about the differences between materials and changes I notice.</li> <li>• I begin to understand the effect their behaviour can have on the environment.</li> </ul>

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<p><b>Understanding the World Past and Present</b></p>	<ul style="list-style-type: none"> <li>• I can role-play familiar routines, such as making dinner in the role-play area.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to remember and talk about significant events in my own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can remember and talk about significant events in my own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to make sense of my own life-story and my family's history.                     <ul style="list-style-type: none"> <li>• I can comment on images of familiar situations in the past.</li> </ul> </li> </ul>
<p><b>Expressive Art and Design Creating with materials</b></p>	<ul style="list-style-type: none"> <li>• I can join in singing favourite songs.</li> <li>• I can create sounds by banging, shaking, tapping or blowing.</li> <li>• I can experiment with blocks, colours and marks</li> <li>• I can mirror and improvise actions I have observed, e.g. clapping or waving.</li> <li>• I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> </ul>	<ul style="list-style-type: none"> <li>• I can show an interest in the way musical instruments sound.</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• I enjoy tapping out simple repeated rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore colour and colour mixing.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• I begin to explore and learn how sounds and movements can be changed</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• I enjoy joining in with moving, dancing and ring games</li> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> </ul>
<p><b>Expressive Art and Design Being imaginative and expressive</b></p>	<ul style="list-style-type: none"> <li>• I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.</li> <li>• I can initiate some actions in play that are familiar from home.</li> <li>• I can begin to makebelieve by pretending</li> </ul>	<ul style="list-style-type: none"> <li>• I can play make-believe games using familiar objects. E.g. a box could be .....</li> <li>• Take part in simple pretend play, using an object to represent something else even</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>



### Four Swannes Nursery Assessment Checklist

	<ul style="list-style-type: none"> <li>• I engage in imaginative play based on my own ideas or first-hand or peer experiences.</li> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings             <ul style="list-style-type: none"> <li>• Uses available resources to create props or creates imaginary ones to support play</li> </ul> </li> <li>Plays alongside other children who are engaged in the same theme</li> </ul>	<p>though they are not similar.</p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• I started to notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• I begin to experiment and create movement in response to music, stories and ideas</li> </ul> <p>Sings to self and makes up simple songs</p>	<ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>• I can create sounds, movements and drawings to accompany stories</li> </ul>
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