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DDAT

Derby Diocesan Academy Trust

Early Years

assessment guidance

Progress from Nursery to Reception

Step 1 - FS1: Nursery Baseline

Step 2 - FS1: Nursery End of Term 1

Step 3 - FS1: Nursery End of Term 2

Step 4 - FS1: Nursery End of Term 3
FS2: Reception Baseline

Step 5 - FS2: Reception End of Autumn

Step 6 - FS2: Reception End of Spring

ELG - FS2: Reception End of Summer

Communication & Language

Listening, Attention & Understanding

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
• Listens to short stories and songs • Responds appropriately to simple questions • Follows simple directions with support • Shows interest in conversations • Responds when name is called • Understands key words in context	• Listens with increased attention during group times • Follows familiar routines based on verbal cues • Engages in conversations with peers • Follows instructions with two steps • Understands use of objects in context • Responds meaningfully to stories read aloud	• Listens for longer periods during focused activities • Responds to questions during stories • Demonstrates turn-taking skills verbally • Shows developing awareness of conversation rules • Listens and responds to peers more consistently • Shows understanding by explaining simple events • Understands descriptive words within context	• Listens attentively during whole-class inputs • Responds to questions with increasing accuracy • Maintains focus for extended periods • Participates actively in discussions • Shows confidence listening in groups • Can answer “how” and “why” questions about experiences	• Listens and responds appropriately during whole-class teaching • Shows growing confidence in discussions • Maintains attention during extended activities • Understands new vocabulary in context • Understands increasingly complex instructions	• Responds appropriately to a wide range of speakers • Shows effective turn-taking in discussions • Listens and reacts to more complex language • Understands wider range of concepts and vocabulary • Understands comparative and descriptive language	• Listens attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions • Makes comments about what they have heard and ask questions to clarify their understanding • Holds conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication & Language

Speaking

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
• Uses simple sentences • Begins to use new vocabulary introduced by adults • Talks about familiar experiences • Asks simple questions • Uses language to share needs and ideas	• Uses longer sentences of 4–6 words • Begins to retell simple events • Uses new vocabulary in play • Names and describes familiar objects • Asks more varied questions	• Uses a wider range of vocabulary independently • Begins to use conjunctions such as “and” or “because” • Retells stories using key phrases • Explains ideas and thoughts clearly • Uses talk to organise play	• Uses full sentences confidently • Uses newly learned vocabulary appropriately • Talks about stories using key language • Explains feelings, thoughts or events • Uses language to negotiate in play	• Uses correct tense more consistently • Explains ideas using a growing range of vocabulary • Participates in story retelling and role play • Uses language to plan and organize • Asks thoughtful questions	• Uses vocabulary from stories and learning • Speaks clearly in full sentences • Explains ideas using detail • Uses language to solve problems • Engages in extended conversations	• Participates in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate; • Expresses their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social & Emotional Development

Self Regulation

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
• Able to find own nose, ears, eyes or tummy while playing naming games • Uses eye gaze or pointing to make requests • Engaging another person to assist in reaching a goal such as getting a toy that is out of reach • Experimenting with the effect of their own voice and actions on others	• Accepts help and simple boundaries • Engages in pretend play • Demonstrates a sense of self for example wanting to be independent, saying 'no' to an adult • Uses an adult as secure base to explore	• Identifies feelings and simple causes • Follows agreed routines with reminders • Voices their own interests, likes and dislikes • Separates well from main carer with support from a familiar adult • Shares resources with adult mediation	• Welcomes praise for their achievements • Takes pleasure in having the responsibility to carry out small tasks • More outgoing to unfamiliar people and increased confidence in new situations • Talks happily with their peers about their home and community • Chooses resources for play with help and confidently asks adults for help when needed	• Talks positively about themselves and their abilities • Has confidence to speak to children and adults about their needs, opinions and interests • Begins to consider the feelings of others and express their own feelings • Know when they are upset and can explain why • Choosing their own equipment for play or to complete a task	• Confident to express their feelings and know when they have been kind and helpful • Able to moderate feeling when upset • Saying when they do and do not need help • Being confident to try new activities and say why they like some activities more than others • Talking happily about their ideas in a familiar group	• Understands own/others' feelings and begins to regulate their behaviour • Waits for what is wanted and controls their immediate impulses when appropriate • Gives focused attention to what the adult says and responds appropriately even when engaged in an activity • Demonstrates an ability to follow instructions involving several ideas or actions • Works towards simple goals independently

Personal, Social & Emotional Development

Managing Self

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Cooperates with care routines (e.g., dressing) - Begins to understand simple "yes/no" boundaries - A growing ability to self soothe possibly with a familiar object such as a teddy or blanket - Uses a familiar adult to co-regulate when excited/happy or when feeling tired or frustrated.	- Show a awareness of others' feelings e.g. may look worried if another child is crying - Has a growing sense of their own will which may cause feelings of anger and frustration which are difficult to handle e.g. may have tantrums - Responds to some appropriate boundaries with support/encouragement - Beginning to learn that some things belong to them, some things belong to others and some things can be shared	- Seeks comfort from familiar adults when needed and tries to help/give comfort when others are upset - Voices their own feelings such as happy, sad, scared, tired, worried - Becoming aware that their actions can hurt or harm others and responds to the feelings of others - Co-operates with some routines and boundaries - Inhibits their own actions/behaviours e.g. able to stop themselves doing something they shouldn't	- Awareness of own feelings and understands that some actions and words can hurt others' feelings - Begin to take turns and share resources, sometimes with support - Able to tolerate delay when needs are not met immediately - In most cases able to adapt behavior to different social situations and changes in routine - Shows independence in dressing and toileting (as appropriate)	- Takes pleasure in having the responsibility of carrying out small tasks - Shows confidence in asking adults for help - Is outgoing towards unfamiliar people and is more confident in new social situations - Understands the classroom rules and follows them with support and encouragement - Shows resilience when faced with challenge, sticks with activities they find tricky	- Manages own basic hygiene and personal needs; has an awareness of keeping teeth clean and not eating too many sweets - Being confident to speak in front of a small group - Talks about themselves and their abilities in positive terms - Shows resilience and perseverance in the face of challenge - Shows enthusiasm and excitement when participating and engaging with certain activities	- Confident to try new activities; independent and resilient in the face of challenges - Explains the reason for rules, knows right from wrong and tries to behave accordingly - Manages hygiene/personal needs effectively e.g. dressing, the importance of healthy choices and going to the toilet - Chooses healthy options and physical activity

Personal, Social & Emotional Development

Building Relationships

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Builds attachment with familiar adults and is wary of unfamiliar people - Will interact with others and explore new situations with the support of a familiar person - Seeks attention in a range of ways, drawing others into social interaction - Uses adult as secure base in new environments - Show interest in the activities of others	- Plays alongside others; copies actions and sounds - Uses a familiar adult as a secure base to explore new environments e.g. may move away to play but will return for reassurance - Plays co-operatively with a familiar adult or child e.g. rolling a ball back and forth - Initiates simple interaction with peers	- Joins play and keeps it going with support - Communicates needs to peers - Works together on shared tasks with adult help - Shows awareness of feelings of others	- Seeking out others to share experiences - Shows interest in others' play and begins to join in - Shows care and concern for people who are special to them - Sometimes makes a special friendship with another child - Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults	- Initiates conversations and is able to take account of others' ideas - Learning to listen to one another and show respect - Trying to solve conflicts independently and beginning to understand compromise - Able to explain their ideas and ask some appropriate questions	- Builds respectful relationships - Plays co-operatively and listens to others' ideas - Demonstrates concern for others' feelings - Forming positive relationships with adults and peers	- Works/plays cooperatively; takes turns - Forms positive attachments and friendships - Shows care and sensitivity for their own and others' needs

Physical Development

Gross Motor

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Sitting unsupported and leans forward from a sitting position to pick up small objects - Pulls to a standing position using a person or furniture for assistance - Walks around obstacles lifting one foot and side stepping (cruising) and walking while holding hands with an adult - Takes first steps independently	- Begins to negotiate space while running - Makes connections between their movements and the marks they make - Comes down steps backwards or on knees - Balances blocks to make a tower	- Walks down steps with a rail for support, two feet onto each step - Runs safely on whole foot - Kicking a large ball - Climbs with confidence and able to pull themselves up onto larger equipment - Squats steadily to play with toys on the ground and able to rise to standing without using hands for support	- Able to stand on one foot for a few seconds, balances while riding a trike or scooter - Catches a large ball - Moves happily in a range of ways for example walking, jumping, crawling, hopping and skipping - Able to change speed and direction to avoid obstacles and negotiate space safely while running - Climbs stairs using alternate feet	- Walks down stairs two feet to each step - Runs skillfully adjusting speed and direction when needed - Understands it is good to exercise and to sometimes be out of breath - Demonstrates increasing control when linking movements together	- Demonstrates growing control while throwing, catching and kicking a ball. - Moves confidently over, around and through equipment - Safely jumps down from equipment - Confident to attempt different ways/styles of moving and travelling	- Moves confidently in a range of ways showing a consideration for safety - Shows strong balance/strength/coordination - Uses large apparatus competently and safely - Engages in energetic movement with control e.g dancing, skipping jumping and climbing

Physical Development

Fine Motor

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
• Uses whole-hand grasp to hold objects • Explores objects and toys through banging them together • Using a palmar grasp (whole hand) to hold a pen/crayon and mark make. • Picks up items using thumb and fingers • Turns pages in sturdy books	• Uses one-handed tools (spoons/brushes) • Makes controlled vertical/horizontal marks • Shows emerging hand preference • Uses a palmer grip to grasp objects • Manipulates dough by squeezing and splatting • Turns pages in a book, at times several at once	• Begins to use a tripod grip (three fingers) to hold writing implements • Builds models with small equipment • Showing control when using jugs to pour, hammers, books and mark making tools	• Holds pencil near the point between first two fingers and thumb, with good control • Manipulates small pieces such as cubes to make models • Picks up tiny objects using a pincer grip • Uses scissors to make snips • Holds scissors with increasing control • Manipulates dough by pinching and finger rolls	• Increasing control of elbow to wrist and wrist to hand pivot • Using one-handed tools and equipment correctly e.g. hole punches, scissors • Beginning to hold pencil correctly and showing good control • Weaves on a large scale • Forms recognisable letters with some adult support • Threads beads and pasta onto string	• Uses tools, construction and malleable materials safely and with increased control • Independently signs their creations, forming their name correctly • Holds writing tools effectively • Cuts along a straight lines with control • Weaves/threads on a smaller scale e.g. threading card	• Holds pencil effectively for fluent writing • Confidently uses a tripod grip • Shows accuracy and care in writing/drawing • Uses small tools such as scissors, paint brushes, cutlery and other small tools effectively • Cuts along a curved line with control •

Literacy Comprehension

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
• Listens to stories with increasing attention • Understands key events in simple stories • Responds to questions about familiar texts • Uses new vocabulary heard in books • Anticipates what comes next in repetitive texts	• Retells simple story events • Understands and responds to “why” or “how” questions • Understands new vocabulary introduced in texts • Shows understanding through role play	• Answers questions showing deeper understanding • Uses story vocabulary in everyday talk • Explains characters’ feelings or actions. • Connects different parts of a story • Understands key narrative structures	• Retells stories with sequencing • Understands story structure • Uses vocabulary from books in context • Explains key events logically • Identifies simple story problems and solutions	• Answers story questions showing understanding • Explains character actions • Understands meanings of new words • Describes settings using learned vocabulary • Talks about story beginnings or endings	• Describes main events clearly • Explains preferences about texts • Discusses character motivations • Shows understanding through role play or retelling • Identifies beginning, middle, and end of texts	• Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipates, where appropriate, key events in stories • Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems, and during role-play

Literacy

Word Reading

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Shows interest in books and environmental print. - Joins in with rhyme or repeated story phrases. - Looks at books independently and turns pages. - Recognises familiar symbols or logos. - Responds to pictures with comments or naming.	- Selects books independently for enjoyment. - Recognises their name or familiar letters. - Joins in with repeated refrains. - Shows awareness of sounds in words. - Talks about characters or settings.	- Recognises some letters. - Shows stronger phonological awareness. - Talks about stories in more detail. - Chooses a wider range of texts. - Begins to identify initial sounds in words.	- Recognises a number of taught letters. - Shows readiness for oral blending. - Discusses favourite parts of stories. - Identifies some phonemes in simple words. - Understands print directionality.	- Blends simple CVC words with support. - Recognises taught graphemes and phonemes. - Reads simple captions. - Begins to read simple sentences with support. - Talks about story predictions.	- Reads sentences with increasing independence. - Applies phonics to decode unfamiliar words. - Reads with growing fluency. - Recognises common exception words. - Reads a wider range of simple texts.	- Says a sound for each letter in the alphabet and at least 10 digraphs - Reads words consistent with their phonic knowledge by sound-blending; - Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy Writing

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Makes random marks with fingers and some tools e.g. large paintbrushes, pencils - Enjoys drawing freely - Tells an adult about their picture or marks - Shows interest in writing tools and materials	- Adds some marks to their drawings which they give meaning to - Independently squiggle and wiggle using a palmer grip - Begins to have a preference with a dominant hand	- Makes purposeful marks and describes meaning - Uses pre writing skills such as zig zags, circles and lines - Draws circles and squares with support - Attempts to form a familiar letter to which they assign meaning - Moves towards a quadruped/static tripod grip - Shows awareness of the capital letter in their name	- Writes name legibly - Ascribes meaning to marks and signs - Forms some shapes and letters correctly - With reminders, moves towards using a tripod grip - Uses writing in play scenarios	- Forms a range of letter shapes, some of which are formed correctly - Writes name using a capital letter - Write a word from memory - Notices and begins to use some capital letters - Hear and write initial, final and some medial sounds in simple words - Knows writing is from left to right	- Taught handwriting letters are mostly formed correctly - Writes name independently forming all letters correctly - Uses phonic knowledge to write words in ways that match their spoken sound - Writes some common exception words - Begins to write captions, phrases and sentences with support	- Writes recognisable letters, most of which are correctly formed - Spells words by identifying sounds in them and representing the sounds with a letter or letters - Writes simple phrases and sentences that can be read by others

Mathematics

Number

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Enjoys number rhymes, songs and counting games - Shows an awareness of quantity (e.g. up to 3) - Explores counting-like behaviour (pointing, moving objects) - Shows an interest in numbers in the environment - Compares groups informally (e.g. "lots") - Selects one or two objects when asked (e.g. handing over one more piece of fruit when prompted)	- Uses number names to 5 and beyond in play - Counts up to 3 objects using one-to-one correspondence - Begins to understand that the last number said tells how many - Selects a small number of objects (up to 3) - Compares two small groups using "more"	- Recites numbers to 10 (may have some inaccuracies after 5) - Counts up to 5 objects accurately - Begins to subitise quantities to 3 - Shows finger numbers to 5 - Uses language of more/fewer to compare sets - Solves real-life problems within 5	- Represents numbers with marks, fingers or digits - Counts irregular arrangements up to 10 - Matches some numerals to quantities up to 5 correctly - Subitises up to 4 objects. - Explores composition of numbers to 5 - Compares two groups of up to 5 objects, saying when they have the same number - Knows that numbers identify how many are in a set - Identifies numerals in the environment	- Has a deepening understanding of 5, 6, 7 - Counts objects accurately up to and beyond 10 - Subitises to 5 in familiar patterns - Recalls some number bonds within 5 - Finds one more and one less up to 5 - Finds one more within 5	- Counts beyond 20 verbally - Compares quantities up to 10 in different contexts - Automatically recalls number bonds to 5 and some to 10 - Solves a range of addition and subtraction problems within 10 practically - Doubles numbers up to 10 - Counts beyond 10 and begins to use some 'teen' numbers	- Has a deep understanding of number to 10, including composition - Subitises up to 5 - Automatically recalls number bonds to 5 and some to 10 - Verbally counts beyond 20 - Adds and subtracts within 10 - Solves problems including doubling, halving and sharing

Mathematics

Numerical Pattern

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Enjoys filling/emptying containers - Experiences and begins to anticipate daily routines - Matches identical objects - Explores size differences (big/small)	- Compares quantities using more/fewer - Copies a simple AB pattern with support. - Sorts objects by simple properties, such as sorting cars by colour - Begins to talk about daily routines (e.g. before/after)	- Continues an AB pattern with growing independence - Notices and corrects errors in simple patterns - Orders 3 items by size - Sequences familiar events - Uses first/next/last in context (e.g. "First we wash hands, then we eat")	- Creates and continues AB patterns independently - Begins to explore AAB/ABB patterns, such as making clap, clap, tap patterns - Compares quantities and explains reasoning (e.g. "this has more because it's bigger")	- Orders numbers to 5 - Identifies the repeating unit in patterns - Counts forwards and backwards to 10 - Begins to explore doubling practically	- Orders numbers to 10 - Counts forwards and backwards within 20, recognising counting patterns - Compares quantities up to 10 in different contexts - Explores odd and even numbers practically - Creates repeating patterns confidently (such as AB, ABB, ABC patterns)	- Recognises and explains patterns in the counting system - Compares quantities up to 10 in different contexts - Explores and represents patterns within numbers up to 10 - Understands evens and odds - Understands how quantities can be distributed equally

Understanding the World

Past and Present

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Recognises familiar people; enjoys family photos - Understands “now” and simple routines - Notices that some things are new/old to them	- Uses phrases such as “a long time ago” with support - Notices similarities/differences between past and now in stories	- Compares characters in stories from the past - Talks about special times/events for family or community - Understands simple timelines (before/after) - Begins to use words like “yesterday/tomorrow” in play - Growing awareness of new and old as old/new with reasons	- Recognises there are children older and younger than them including siblings. - Retells events from own life in order - Is familiar with the words new and old - Beginning to understand terms like yesterday, last week and last year. - Appreciates that certain artefacts are old and they have been used before.	- Talks about images, stories, artefacts from familiar situations in the past - Knows similarities/differences between past and now from texts - Remembers and talks about recent/familiar events (e.g., birthday) - Understands grandparents are older than parents - Uses vocabulary related to the past (then/now/long ago) Identifies that objects show signs of age/use	- Explains changes over time in familiar contexts describing familiar special times e.g. Christmas, Eid - Asks questions about the past using pictures/artefacts - Uses language of time accurately (past/present/future) - Understands that celebrations happened before they were born - Understands settings/characters/events from the past in stories were before they were born	- Talks about people’s lives and roles in society - Knows similarities/differences between past and now from experience and reading - Understands the past through storytelling and texts - Uses appropriate vocabulary to describe changes over time

Understanding the World

People, Culture & Communities

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Enjoys pictures and stories about themselves/ family - Imitates everyday actions from own cultural background and experience - Begins to form early friendships describing special times with families or friends - Notices similarities/differences with others	- Enjoys talking about themselves, immediate family and community - Recognises and describes special times/events (e.g., Eid, Christmas) and begins to understand that not all people celebrate the same things as them - Shows interest in different occupations/roles - Names and describes people who are familiar and helpful to them - Is curious about people and shows interest in stories about people, animals or objects which fascinate them	- Identifies similarities/differences between places and lives - Shows curiosity about different beliefs and celebrations - Uses simple maps or photos to talk about places - Explains how people help in the community showing interest in different occupations and ways of life - Name and describe people familiar to them	- Describes immediate environment using knowledge from observation, discussion, non-fiction texts, maps and stories - Recognises that people have different beliefs/celebrate in different ways - Explains simple similarities/differences between countries	- Uses non-fiction and maps to describe local environment - Knows similarities/differences between cultural/religious communities and special events for family or friends - Names key people and places in the community describing special times and events - Shows interest in the lives of people who are familiar to them	- Applies knowledge about environments recognizing similarities between life in this country and other countries - Talks about traditions and reasons behind celebrations, enjoying family customs and routines - Draws information from a map Compares environments using photos/maps - Begins to show an interest in different occupations and ways of life - Knows similarities and differences between themselves and others, among families, communities, cultures and traditions	- Describes environment using observation, discussion, texts and maps - Knows similarities/differences between communities in this country - Explains similarities/differences between life in this and other countries - Uses map knowledge appropriately in classroom contexts

Understanding the World

The Natural World

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Shows curiosity about plants, animals and natural objects, through close observation - Notices seasonal weather (rain/sun/wind) - Explores natural materials with senses - Comments on features of objects outdoors	- Talks about things observed (plants/animals/natural objects) showing curiosity and interest to explore - Asks simple questions about the natural world - Know that birds fly, that cats and dogs live with people and cows live in fields - Begins to understand growth and change over time	- Explores outdoors and describes what is seen/heard/felt - Recognises seasonal change with examples - Identifies simple features of living things (fur/feathers/leaves) - Talks about why things happen and how things work - Enjoys playing with small world models e.g. farm, train track	- Notices and talks about 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 - Makes observations and simple drawings of animals/plants - Shows care and concern for the environment	- Have a greater awareness of seasonal change - Describes processes (melting/freezing/plant growth/decay) in simple terms - Chooses actions to care for the environment - Talk about how things happen and how things work - Talks, comments, ask questions about aspects of their familiar world such as the place they live or the natural world	- Uses careful observation to describe changes over time, similarities, differences and change in nature - Identifies and groups living things by simple features e.g. with wings or legs - Explains simple cause-and-effect in the natural world - Compares local and contrasting environments - Explains effects of changing seasons	- Explores the natural world around them, making observations and drawing pictures of animals and plants - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts & Design

Creating with Materials

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
- Explores and experiments media through sensory play; whole-body engagement - Stacks and joins blocks to create simple structures and models which express their ideas - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Use their imagination as they consider what they can do with different materials - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make	- Begins to use simple tools/techniques - Explores and experiments with a range of media through sensory exploration - Notices and is interested in the effects of making movements which leave marks - Take part in simple pretend play, using an object to represent something else even though they are not similar - Develop their own ideas and then decide which materials to use to express them	- Experiments with blocks, colours and marks - Combines media to create new effects showing interest in the transformative effect of their actions on materials and resources - Joins and explores different textures and materials - Plans and talks about creations with support - Begins to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.	- Creates patterns and arrangements with shapes using 2D and 3D structures to explore materials and/or express ideas - Enjoys and responds to playing with colour in a variety of ways e.g. combining colours - Explores and understands they can use lines to enclose a space and begin to use these lines to represent objects - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Draw with increasing complexity and detail, such as representing a face with a circle and including details - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	- Safely uses a range of materials, tools and techniques and understand tools can be used for a purpose - Using simple tools competently, selecting an appropriate brush for a given purpose - Chooses shapes /materials / construction materials to fit a design brief using joining pieces, stacking, balancing etc. - Continues to explore colour and how colours can be changed - Experiment with different textures	- Safely uses, explores and refines techniques to improve detail and finish - Replicates simple styles or artists' effects with support using a range of art forms e.g. movement, dance, music and visual arts - Selects/uses props and materials and techniques to develop their ideas through experimentation e.g. loose parts and joining shapes - Explore, use and refine a variety of artistic effects to express their ideas and feelings understanding that different media can be combined to create a new effect - Create collaboratively, sharing ideas, resources and skills	- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Shares their creations, explaining the process they have used - Makes use of props and materials when role playing characters in narratives and stories

Expressive Arts & Design

Being Imaginative & Expressive

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ELG
• Explores movement and sound; imitates actions • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (own and others) Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'	• Joins in dancing and ring games • Sings a few familiar songs; create their own songs or improvise a song around one they know • Moves whole body to sounds they enjoy such as music or a regular beat • Plays instruments with increasing control to express their feelings and ideas	• Builds stories around toys/ experiences; beginning to make believe and pretend. • Uses instruments to explore/how sounds are made • Joins in singing favourite songs • Invents simple narratives in play • Creates sounds by banging, shaking, tapping or blowing eg creates the sound of a car	• Joins in singing songs • Develops preferences for forms of expression • Uses movement to express feelings • Creates movement in response to music beginning to move rhythmically • Uses available resources to create props to explore, understand and represent their world – their ideas, fascinations and interests. • Begin to create simple rhythms	• Engages in imaginative play based on own ideas, first-hand or peer experiences. Invents/ adapts/ recounts narratives with peers/teacher • Sings a range of well-known rhymes and songs in a group or on their own • Performs songs/poems/stories with others and in their pretend play • Imitates movement response to music • Taps out simple repeated patterns	• Chooses sounds, movements, instruments, colours and materials to represent ideas/characters, real-life event, objects, events and people. • Sing songs, makes music and experiments with ways of changing them, increasing matching the pitch and following the melody, learning how sounds and movements can be changed • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Uses movement and sounds to express experiences, expertise, ideas and feelings. Tries to move in time with music	• Invents, adapts and recounts narratives and stories with peers and their teacher • Sings a range of well-known nursery rhymes and songs • Performs songs, rhymes, poems and stories with others, and – when appropriate – tries to move in time with music

This steps document has been developed by DDAT and brings together elements from *Development Matters*, *Birth to 5 Matters* and the *EYFS Statutory Framework* to support the different guidance materials used across settings. It outlines developmental steps for progress checks across the three terms, as well as a baseline for children on entry.

This is not a tick-list but a best-fit tool. Practitioners should continue to keep meaningful notes, make observations, and hold informed conversations about each child's learning and development.

Practitioners may identify a child as working above a step; however, ELGs should be avoided until the summer term. The ELGs are end-of-year, summative outcomes and are not appropriate as an earlier "working above" judgement. Instead, practitioners should prioritise widening each child's secure learning within the steps, giving them the rich breadth and repeated application opportunities needed for deep, confident understanding. As emphasised in the *Stronger Foundations* guidance, children benefit most when learning is secure, embedded, and broad, rather than accelerated too soon. Only once a child is consistently secure across the full 6S step—typically later in the summer term—should the ELG descriptors begin to be applied