

Nursery Knowledge Hierarchies – EYFS Framework

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
EYFS Development Matters Statements Three and Four-Year-Olds	Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toileting.	• Understand the five key concepts about print - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • 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'. • Continue planning through words alone - for example, "The bag is under the table" - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. • For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then', '...'	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Summer 2	Able to talk about events now and in the past using appropriate tenses. Use talk to explain what is happening and to talk more extensively about things that are of particular importance to them. Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. To be able to express a point of view. Have favourite books. Know a wider range of rhymes and express preferences. To build up vocabulary that reflects the breadth of their experience.	Drive ride on toys at speed, using the pedals and steering round obstacles. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways. Use a knife and fork independently. To hold a pencil near the point using their thumb and two fingers with a preference for a dominant hand. Play follow my leader in a small group, imitating a range of gross motor movements. To brush their teeth at home with increased independence.	Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help new children by directing them towards activities and resources and solving simple practical tasks for them. To talk about their feelings and initiate simple plans, resolve conflict such as compromising, offering to go second or passing over a resource. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view. To be increasingly independent in self-care across the toilet, brush their own teeth with limited adult support.	Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word confidently. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers Use imitative writing during role play. Demonstrate a hand preference. Write symbols in an order which approximate to their name. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Link numerals to sets within 5. To substitute up to 3 objects without the need to count. Predict changes in amounts in stories and rhymes, counting forwards and backwards. Use a few of their own symbols and marks to represent mathematical experiences. Combine 2D and 3D shapes to make new shapes and narrate the effects created. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller. Correct an error in an ABAB pattern. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen. Use terms day and night in relation to stories. To recite numbers past 5 and know that the last number when counting a set of objects is the total. Compare groups of objects using the language more than/fewer than.	Use technological toys to a particular end and explain how to do it. Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing-insect larva butterflies. Describe and enact some of the roles of community figures. To talk about their weekend experiences and significant memories and contrast with those of their peers.	Generate simple stories inspired by props. Create original stories with small world figures, including dialogue. Use mark making tools to make very simple representational drawings. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. To collaborate in constructing imaginative and complex small worlds or models with blocks and construction kits and expressing their design. To use marks and/or instruments to express thoughts and feelings - Sing Up- I've got feelings
Summer 1	Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer 'why' questions. Join in with very familiar repeated sections in books. To retell a well known long story in their own words. Comment on or answer questions about illustrations/events/vocabulary in known stories. Know a range of rhymes and name rhymes they like. To learn and apply new vocabulary in their own spoken language. To follow two part instructions that are connected to familiar routines.	Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. Develop techniques for working simple mechanisms. To cut along a line/simple template independently. To hold a pencil near the point using their thumb and two fingers with growing preference for a specific hand.	Follow rules without reminders. Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources. To be confident in asking for resources and expressing preference. Use play with another child to extend and elaborate their purpose. Accept simple resolutions suggested by adults and move on with play. Use self-calming spontaneously. Increasingly follow rules and routines independently and be able to talk about why these are important. Use a small range of adjectives to describe the emotions of story characters and friends.	Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. To recognise their name by word alone. Increasingly follow rules and routines independently and ascribe meaning to them. To be able to spot the odd one out in a rhyming string. To develop confidence in recognising objects that begin with the same initial sound.	Link numerals to sets of 1, 2,3,4 and 5 with some adult support. Use objective measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identify longer, taller and shorter. Describe and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past. To explore and understand how numbers are made up of smaller quantities through games using 5 and 10 frames. Use marks to represent quantity with some adult modelling. To talk about days of the week.	Actively explore the properties of everyday materials through spontaneous experimentation. Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing-planting sunflower seeds. To talk about their weekend experiences and significant memories. To name and identify common garden insects.	Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose. To make imaginative and complex small worlds or models with blocks and construction kits and talk about completed constructions. Use mark making tools with control to add detail to shapes. To copy a rhythmic pattern played on an instrument in small group sound play.
Spring 2	Use book and short conversations about play. To use longer sentences of 4-6 words when sharing their ideas. Answer 'why' questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes: Wind the bobbin up, 1,2,3,4,5, Little Peter Rabbit, Days of the Week. To learn, apply and use new vocabulary introduced by adults in their play. To follow instructions with 3 key words.	Drive tricycles by pedalling. With an adult hand travel above floor height by walking or crawling. Post and thread. Initiate a tooth brushing routine. Take own coat off and put it on. To be able to negotiate a simple obstacle course with limited adult support. To be able to move imaginatively to a given stimulus using their knowledge of different ways of moving. To hold pencils/pens with a developing finger grip and draw lines, circles and imitate simple patterns with increasing control. To show a developing preference for a dominant hand in play dough disassembling activities and using tools.	Follow very simple rules to stay safe when visiting the wider locality and moving around school with familiar adults. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal. Develop ways to calm themselves and use these with adult support. Know a few complete rhymes off by heart. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales. To begin to include mark making and early writing in their independent play choices.	Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the provision and wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment using everyday language or regularly and repetition to describe features. To explore and understand number 3, 4 and 5 To copy an ABAB pattern. Substitute within 3 with developing accuracy. Use marks to represent quantities during adult led, group activities. To talk about the sequence of events in their day.	Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the provision and wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment using everyday language or regularly and repetition to describe features. To explore and understand number 3, 4 and 5 To copy an ABAB pattern. Substitute within 3 with developing accuracy. Use marks to represent quantities during adult led, group activities. To talk about the sequence of events in their day.	Talk about the differences between materials and the changes they notice- floating and sinking, changes of state. Work alongside adults imitating their actions as they care for living things. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work. To talk about places they visit at the weekend or during holidays.	Use a wider range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose. Use mark making tools to make a range of enclosed shapes. Play instruments with increasing control - play to the pulse of a song and copy simple rhythmic patterns. Sing Up- Animal Tea Party To use observational skills to paint details in simple representational paintings with adult support.

				To select their name card and begin to talk about the form/shape of their name. To identify a rhyming pair using well known stories as a focus – Oi Frog/Oi Cat To identify objects in a sound bag that all have the same sound and begin to hear the initial sound with adult support placing emphasis on the initial sound.	Create a set out of positive and negative examples of objects, for example 3, not 3. Begin to use the language of more than/fewer than when determining the set with an adult model.		
Spring 1	Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes –some lines, words and actions: Wheels on the bus, Old McDonald had a farm, Baa, baa, black sheep, Build it up. Show pleasure in favourite elements of rhymes. To engage in stories/books with limited prompts and to offer short phrases to talk about characters, pictures and events in texts they are familiar with. To learn and offer new vocabulary introduced by adults in their play. To follow instructions with 2/3 key words with routines that are familiar to them.	Bowl, roll, chase and collect, tyres and large balls. Use the toilet independently, managing clothing and washing hands without a reminder. Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Using pincer movements to pick up small items or nip malleable materials. To make small snips in paper with limited adult support. Make marks with different size pens with a palmer grip. To imitate a face- circle for the head, dots and lines for the eyes, nose and mouth. To be able to skip, hop on the spot and to travel and hold a pose. Try to put on own coat independently.	Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal. To participate in simple turn taking games in small groups. To be able to talk about their feelings. To enjoy the responsibility of carrying out small tasks. To begin to understand which food is good/bad for teeth.	Turn the pages of books from beginning to end, noting items of interest along the way. To understand the term; 'Author and Illustrator' in reference to shared texts. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. To begin to suggest a word that rhymes with another using well known stories as a focus – Oi Frog. To clap the syllables in words with some adult support. Focus on marks as they are being created by a range of tools. To begin to notice the form of their name –hold up a name card word first, then symbol reveal. To identify objects in a sound bag that all have the same sound.	Subitise within 2 Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and when building: on top, under, over, through Arrange 2D shapes, narrating choices with informal descriptions of properties. Create a set out of positive and negative examples of objects, for example 2, not 2. Use everyday language to compare size: large/small, big/little, tall/small, long/short To explore and understand number 1 and 2 To recte numbers up to 10, to say the counting sequence using number songs as a stimulus. To describe a short sequence of events; first and after.	Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. To talk about different forces- push, pull, magnetic materials. Respond appropriately to adult guidance to respect and care for the natural environment and all living things. To be aware of what happens to the weather in winter, and begin to recognise some signs of winter. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. To talk about an event or activity they did at the weekend in simple terms in small groups.	Use materials for a purpose and explore different textures. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Use figures from familiar stories and films to recreate short episodes within their play. Use mark making tools to make enclosed shapes. To sing known songs freely. Accurately match instrumental sounds to pictures. To show emotions in their drawing and painting. To narrate effects of colour mixing. To construct by joining, stacking, balancing to create spaces and enclosures talking about their models in simple terms.
Autumn 2	Join in with favourite rhymes–some lines, words and actions: Twinkle, Twinkle, Humpty Dumpty, Hickory, Dickory Dock, Oats and Beans and Barley Grow To sing a small repertoire of songs with some adult support- 5 little men/monkeys, 5 currant buns, Happy birthday and Christmas songs. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated. To be able use and apply new 'verb action' vocabulary.	Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Copy most aspects of whole body action rhymes. Make marks with large tools using arms and shoulders on a range of surfaces (vertical/horizontal- walls/floor/tables etc)- imitating circles, lines and zig zags. To use a hammer (wooden, then real)/scissors and tweezers with adult support. To be able to walk, run, jump, slither, march, stride, stamp and gallop. Help with clothing – locating arm holes when coat is held up.	Become more outgoing with other adults in the setting. Begin to play with one or more other children- taking hands or moving with a peer to a preferred area of play and responding with actions, gesture as play develops. Locate and bring additional resources to activities to achieve a particular goal. To be able to share resources with adult support. To participate in turn taking games with adult help. To recognise own feelings: happy, sad, angry or worried. To sing the 'Teeth Cleaning Song' (Active Start)	Develop preferences for picture books and seek out adults to share them. To understand the term; Title and book cover in relation to shared texts. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions and completing missing rhyming words in familiar rhymes. Make marks on a range of scales with a range of tools and grips. To know how to make circular marks and zig-zag marks on a large scale. To be able to recognise their name card from a set using their picture symbol. To copy an adult model in clapping the syllables in words offered.	Compare small sets of objects by processing language "more than" and "fewer than". Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle, including both manipulative and actions. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play and routines: under, at the top, down, through, behind, off. Sort sets of objects such as building blocks, 2D and 3D shapes, natural objects and patterned items into sets of identical members. To understand First and Next following a visual timetable.	Use some very simple adjectives to describe the sensory properties of everyday materials, including natural and autumnal objects. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys and begin to talk about how these toys work. To talk about what they look like and develop awareness of the differences and similarities to others. To share experiences from their lives by pointing out things from photos and offering some words to label places and people. To be able to talk about Diwali- developing an awareness of different countries around the world.	Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips. To represent a face by painting a circle and including details- eyes, nose, mouth with adult guidance. To copy the pitch, melody of a song modelled by an adult. To play and explore a range of instruments, talking about the sounds they make. Accurately match environmental sounds to pictures. To construct by joining, stacking, balancing to create spaces and enclosures alongside an adult.
Autumn 1	Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them: Heads, shoulders, knees and toes, Polly put the kettle on, Tommy Thumb, Happy and you know it and Tiny Tim. Play alongside an adult, attentive as play is narrated. To offer short phrases to talk about themselves, their immediate family and their home. To be able to name everyday objects: home-corner props, colours, clothing items and toys familiar to them and animal names.	Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Kick, roll, chase and collect a ball. Copy some aspects of whole body action rhymes – including tooth brushing rhymes/songs https://youtu.be/nCto_vVg2Q0 Use large muscle movements to wave flags and streamers. Make exploratory marks with paint and other mark making tools, copying circles and simple lines when modelled by an adult. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance. Help with clothing – pulling up their zip.	Form a secure bond with nursery staff and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity. To use gesture and 2-3 words to ask adults for help. To accept 'your turn, my turn' To tidy away resources following an adult model. To begin to link facial expressions to feelings: happy, sad, angry or worried. To listen and join in with a song about brushing our teeth.	Maintain focus on a short picture book shared with an adult until the end-learning new vocabulary by naming objects in picture books and applying it when spotting these items in the CP. To join in with familiar nursery rhymes; Twinkle, twinkle/Heads, shoulders, knees and toes etc To recognise their own name tag/peg by identifying their picture symbol. Make marks on a range of scales with a range of tools and grips. To know how to make vertical and horizontal marks.	Compare small sets of objects by processing language "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play: on, in, next to. Match pairs to demonstrate a secure grasp of commonality. To sort objects into groups: colour, size, type and pattern. To recte numbers up to 5, to say the counting sequence using number songs as a stimulus.	To begin to make sense of their own life story- family and memories significant to them. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things. To plant bulbs with adult guidance.	Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with a wide range of tools and grips. To explore colour and be able to name the 3 primary colours. To begin to name the secondary and tertiary colours: orange, green, purple, pink, brown. To listen and be able to identify some environmental sounds. Sing Up - Hello, Let's Go, High Five and Let's be friends- action songs