



# Preschool Curriculum Framework

## Introduction

Welcome to the Acacia Preschool Curriculum Framework, which outlines the curriculum for our Nursery and Reception children. We follow the UK's Early Years Foundation Stage (EYFS) which promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress. The Early Years Foundation Stage is the compulsory framework in the United Kingdom that sets the standards to ensure that children from birth to 5 years old learn and develop well and are kept healthy and safe.

Why have we chosen the Early Years Foundation Stage?

- The Early Years Foundation Stage promotes teaching and learning to ensure children's 'school readiness'.
- It ensures children leaving Reception are ready to begin the Cambridge International Primary Curriculum and the Zambian National Curriculum at Grade 1.
- It is based on international research into best-practice, play-based learning in the early years.
- It is well established and commonly used in international schools within Zambia and around the world.

## About the EYFS Framework

Four guiding principles shape practice in the EYFS. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## Areas of Learning and Development

There are seven areas of learning and development that shape educational programmes in the EYFS. The seven areas of learning are a bit like subjects. All seven areas of learning and development are important and inter-connected..

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematics;
- understanding the world; and

- expressive arts and design.

### Characteristics of Effective Learning

The ways in which the child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner. The EYFS calls these ways of learning the “characteristics of effective learning”.

- playing and exploring,
- active learning, and
- Creating and thinking critically

The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes - focusing on *how* children learn.

### Wellbeing and involvement

We also aim to ensure that our preschool provision enables all children to learn and develop by monitoring children’s wellbeing and involvement. Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

### Learning Support

At Acacia we aim to enable all children, including those with additional needs, to learn and develop. Please refer to our Learning Support Policy for further information.

## End of Year Expectations

This section outlines the expectations that we have for children's learning and development by the end of their Nursery and Reception years. Each child is unique and children develop at their own rates, and in their own ways. The EYFS breaks developmental expectations down into age bands, and the Early Years outcomes set out what we expect to observe a child doing at each stage, if they are developing typically for their age.

We use a 'best fit' judgment to assess children's learning and development against these expectations. A 'best fit' judgment aims to create the most accurate picture of the child's overall embedded learning and an holistic view of the Early Years outcome should be taken. Our teachers consider the entirety of each outcome statement and avoid splitting the descriptor into sections. Because children do not necessarily achieve uniformly, our teachers judge whether the description within the early years outcome best fits the child's learning and development, taking into account their relative strengths and weaknesses. 'Best fit' does not mean that the child has equal mastery or knowledge of all aspects of the outcome .

### End of Nursery expectations

At Acacia we expect that by the end of their time in Nursery all children should have be demonstrating most of the elements of the 30 to 50 age band. We expect older children to be demonstrating some outcomes of the 40 to 60 month age band. We have also identified key outcomes from the 40 to 60 age band that we expect **all children** to have achieved by the end of their time in Nursery, to enable the children to have the best start in their Reception year. These additional expectations are highlighted in **bold**. The development statements and their order should not be taken as necessary statements for individual children.

### Communication and language

#### Listening and attention

##### 30 to 50 months

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

##### 40 to 60+ months

- **Maintains attention, concentrates and sits quietly during appropriate activity.**
- **Two-channelled attention – can listen and do for short span.**

## Understanding

30 to 50 months

- Understands use of objects (e.g. “What do we use to cut things?”)
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand ‘why’ and ‘how’ questions.

40 to 60+ months

- **Responds to instructions involving a two-part sequence.**
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- **Listens and responds to ideas expressed by others in conversation or discussion.**

## Speaking

30 to 50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’

40 to 60+ months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- **Uses language to imagine and recreate roles and experiences in play situations.**
- Links statements and sticks to a main theme or intention.
- **Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**

- Introduces a storyline or narrative into their play.

## Physical development

### Moving and handling

#### 30 to 50 months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

#### 40 to 60+ months

- **Experiments with different ways of moving.**
- **Jumps off an object and lands appropriately.**
- **Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.**
- **Travels with confidence and skill around, under, over and through balancing and climbing equipment.**
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical
- lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Health and self-care

#### 30 to 50 months

- Can tell adults when hungry or tired or when they want to rest or play.

- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper
- once it is fastened at the bottom.

#### 40 to 60+ months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- **Usually dry and clean during the day.**
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- **Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.**
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

## Personal, social and emotional development

### Self Confidence and self-awareness

#### 30 to 50 months

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

#### 40 to 60 months

- **Confident to speak to others about own needs, wants, interests and opinions.**
- Can describe self in positive terms and talk about abilities.

### Managing feelings and behaviour

#### 30 to 50 months

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

#### 40 to 60 months

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- **Aware of the boundaries set, and of behavioural expectations in the setting.**
- **Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.**

### Making Relationships

#### 30 to 50 months

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

#### 40 to 60 months

- **Initiates conversations, attends to and takes account of what others say.**
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

## Literacy

### Reading

#### 30 to 50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.

- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

#### 40 to 60+ Months

- **Continues a rhyming string.**
- **Hears and says the initial sound in words (spoken words)**
- Can segment the sounds in simple words and blend them together (spoken words) and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

### Writing

#### 30 to 50 months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places

#### 40 to 60+ months

- **Gives meaning to marks they make as they draw, write and paint.**
- **Begins to break the flow of speech into words.**
- **Continues a rhyming string.**
- **Hears and says the initial sound in words.**
- **Can segment the sounds in simple words and blend them together**
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- **Writes own name** and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

## Mathematics

### Numbers

#### 30 to 50 months

- Uses some number names and number language
- spontaneously.
- Uses some number names accurately in play.

- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

40 to 60 +

- **Recognise some numerals of personal significance.**
- **Recognises numerals 1 to 5.**
- **Counts up to three or four objects by saying one number name for each item.**
- **Counts actions or objects which cannot be moved.**
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Shape, space and measures

30 to 50 months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.

- Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'.

40 to 60+ months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- **Can describe their relative position such as 'behind' or 'next to'.**
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- **Uses familiar objects and common shapes to create and recreate patterns and build models.**
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

## Understanding the world

People and communities

30 to 50 months

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experiences.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40 to 60+

- **Enjoys joining in with family customs and routines**

The world

30 to 50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40 to 60+

- Looks closely at similarities, differences, patterns and change.

## Technology

### 30 to 50

- Knows how to operate simple equipment.
- Shows an interest in technological toys with knobs or pulleys, or real objects.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers.

### 40 to 60+

- Completes a simple program on a computer.
- Interacts with age-appropriate computer software.

## Expressive arts and design

### Exploring and using media and materials

#### 30 to 50

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

#### 40 to 60+

- **Begins to build a repertoire of songs and dances.**
- **Explores the different sounds of instruments.**
- **Explores what happens when they mix colours.**
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.

- Selects tools and techniques needed to shape, assemble and join materials they are using.

### Being imaginative

#### 30 to 50 months

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support roleplay.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

#### 40 to 60+ months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- **Introduces a storyline or narrative into their play.**
- **Plays alongside other children who are engaged in the same theme.**
- **Plays cooperatively as part of a group to develop and act out a narrative.**

## End of Reception expectations

The EYFS's Early Learning Goals (ELG) define the level of progress children should be expected to have attained by the end of the Reception year. The ELG are listed below. In addition to the ELG, we have some extra expectations. These are taken from the exceeding descriptors from the EYFS, and are **highlighted in bold** below. These exceeding expectations are high and will be achieved over time. For this reason the focus expectations that should be worked toward first are underlined.

When your child finishes Reception in December you will be given a report which tells you whether or not your child has met the Early Learning Goal (ELG) in each aspect, as well as a short description of how the child demonstrates the three key characteristics of effective learning: playing and exploring; active learning; and creating and thinking critically.

### Communication and language

#### ELG 1 - Listening and attention:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**In addition we expect children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly**

#### ELG 2 - Understanding:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Exceeding: After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

**ELG 3 - Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Exceeding: Children show some awareness of the listener by making changes to language and non-verbal features. **They recount experiences and imagine possibilities, often connecting ideas.** They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

## Physical development

### ELG 4 - Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**In addition, we expect that children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.**

### ELG 5 - Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**In addition, we expect that children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.**

## Personal, social and emotional development

### ELG 6 - Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**In addition we expect that children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.**

### ELG 7 - Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Exceeding: **Children know some ways to manage their feelings and are beginning to use these to maintain control**. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for

themselves appropriately. They can stop and think before acting and they can wait for things they want.

#### ELG 8 - Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Exceeding: Children play group games with rules. **They understand someone else's point of view can be different from theirs.** They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

### Literacy

#### ELG 9 - Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Exceeding: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

#### ELG 10 - Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Exceeding: Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

### Mathematics

#### ELG 11 - Numbers

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Exceeding: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

### **ELG 12 - Shape, space and measures**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Exceeding: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time

## **Understanding the world**

### **ELG 13 - People and communities**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Exceeding: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

### **ELG 14 - The world**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Exceeding: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

### **ELG 15 - Technology**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purpose.

Exceeding: Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

## Expressive arts and design

### ELG 16 - Exploring and using media and materials

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

Exceeding: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

### ELG 17 - Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Exceeding: Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.