

Record of Achievement

Hermione Smith

Personal Social and Emotional Development

Behaviour And Self-Control

Date Achieved

PSED-Y-38	Begin to accept the needs of others, with support	
PSED-B-38	Show care and concern for others, for living things and the environment	
PSED-G-38	Show confidence and the ability to stand up for own rights	
PSED-G-38	Have an awareness of the boundaries set and behavioural expectations within the setting	
PSED-G-38	Understand what is right, what is wrong, and why	
PSED-G-38	Consider the consequences of their words and actions for themselves and others	

Dispositions And Attitudes

Date Achieved

PSED-Y-32	Show curiosity	
PSED-Y-32	Have a strong exploratory impulse	
PSED-Y-32	Have a positive approach to new experiences	
PSED-B-32	Show increasing independence in selecting and carrying out activities	19/11/2007
PSED-B-32	Show confidence in linking up with others for support and guidance	21/01/2008
PSED-G-32	Display high levels of involvement in activities	13/12/2007
PSED-G-32	Persist for extended periods of time at an activity of their choosing	
PSED-G-32	Take risks and explore within the environment	
PSED-G-32	Continue to be interested, excited and motivated to learn	
PSED-G-32	Be confident to try new activities, initiate ideas and speak in a familiar group	
PSED-G-32	Maintain attention, concentrate, and sit quietly when appropriate	

Making Relationships

Date Achieved

PSED-Y-36	Feel safe and secure and demonstrate a sense of trust	
PSED-Y-36	Seek out others to share experiences	30/10/2007
PSED-Y-36	Relate and make attachments to members of their group	26/09/2007
PSED-B-36	Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine	26/09/2007
PSED-G-36	Value and contribute to own wellbeing and self-control	
PSED-G-36	Form good relationships with adults and peers	
PSED-G-36	Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	

Self-Care

Date Achieved

PSED-Y-40	Show willingness to tackle problems and enjoy self-chosen challenges	
PSED-Y-40	Demonstrate a sense of pride in own achievement	03/01/2008
PSED-B-40	Take initiatives and manage developmentally appropriate tasks	
PSED-G-40	Operate independently within the environment and show confidence in linking up with others for support and guidance	
PSED-G-40	Dress and undress independently and manage their own personal hygiene	
PSED-G-40	Select and use activities and resources independently	

Self-Confidence And Self-Esteem		Date Achieved
PSED-Y-34	Separate from main carer with support	
PSED-B-34	Separate from main carer with confidence	
PSED-B-34	Have a sense of belonging	
PSED-B-34	Show care and concern for self	
PSED-B-34	Talk freely about their home and community	
PSED-G-34	Have a sense of self as a member of different communities	
PSED-G-34	Express needs and feelings in appropriate ways	
PSED-G-34	Initiate interactions with other people	31/01/2008
PSED-G-34	Respond to significant experiences, showing a range of feelings when appropriate	
PSED-G-34	Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others	
PSED-G-34	Have a developing respect for their own cultures and beliefs and those of other people	

Sense Of Community		Date Achieved
PSED-Y-42	Make connections between different parts of their life experience	09/11/2007
PSED-B-42	Show a strong sense of self as a member of different communities, such as their family or setting	
PSED-G-42	Have an awareness of, and show interest and enjoyment in, cultural and religious differences	
PSED-G-42	Have a positive self-image and show that they are comfortable with themselves	
PSED-G-42	Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect	
PSED-G-42	Understand that they can expect others to treat their needs, views, cultures and beliefs with respect	

Communication Language and Literacy

Handwriting		Date Achieved
CLL-Y-66	Engage in activities requiring hand-eye coordination	
CLL-Y-66	Use one-handed tools and equipment	26/09/2007
CLL-B-66	Draw lines and circles using gross motor movement	
CLL-B-66	Manipulate objects with increasing control	
CLL-G-66	Begin to use anticlockwise movement and retrace vertical lines	
CLL-G-66	Begin to form recognisable letters	
CLL-G-66	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	

Language For Communication A		Date Achieved
CLL-Y-48	Use words and/or gestures, including body language such as eye contact and facial expression, to communicate	
CLL-B-48	Use simple statements and questions often linked to gestures	
CLL-B-48	Use intonation, rhythm and phrasing to make their meaning clear to others	
CLL-G-48	Have emerging self-confidence to speak to others about wants and interests	
CLL-G-48	Use simple grammatical structures	
CLL-G-48	Ask simple questions, often in the form of 'where' or 'what'	
CLL-G-48	Talk alongside others, rather than with them. Use talk to gain attention and initiate exchanges. Use action rather than talk to demonstrate or explain to others	
CLL-G-48	Initiate conversation, attend to and take account of what others say, and use talk to resolve disagreements	
CLL-G-48	Interact with others, negotiating plans and activities and taking turns in conversation	

Language For Communication B		Date Achieved
CLL-Y-50	Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases	07/01/2008
CLL-Y-50	Respond to simple instructions	
CLL-Y-50	Listen to others in one-to-one/small groups when conversation interests them	30/10/2007
CLL-B-50	Listen to stories with increasing attention and recall	
CLL-B-50	Describe main story settings, events and principal characters	
CLL-B-50	Question why things happen, and give explanations	
CLL-G-50	Initiate a conversation, negotiate positions, pay attention to and take account of others' views	
CLL-G-50	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning	
CLL-G-50	Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions	
CLL-G-50	Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems	

Language For Communication C		Date Achieved
CLL-Y-52	Use familiar words, often in isolation, to identify what they do and do not want	
CLL-Y-52	Use vocabulary focused on objects and people who are of particular importance to them	
CLL-B-52	Build up vocabulary that reflects the breadth of their experiences	
CLL-B-52	Begin to experiment with language describing possession	
CLL-G-52	Extend vocabulary, especially by grouping and naming	
CLL-G-52	Use vocabulary and forms of speech that are increasingly influenced by experience of books	
CLL-G-52	Extend their vocabulary, exploring the meanings and sounds of new words	

Language For Communication D		Date Achieved
CLL-Y-54	Use isolated words and phrases and/or gestures to communicate with those well known to them	
CLL-B-54	Begin to use more complex sentences	
CLL-B-54	Use a widening range of words to express or elaborate ideas	
CLL-G-54	Link statements and stick to a main theme or intention	
CLL-G-54	Consistently develop a simple story, explanation or line of questioning	
CLL-G-54	Use language for an increasing range of purposes	
CLL-G-54	Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'	

Language For Thinking		Date Achieved
CLL-Y-56	Use action, sometimes with limited talk, that is largely concerned with the 'here and now'	
CLL-B-56	Talk activities through, reflecting on and modifying what they are doing	
CLL-B-56	Use talk to give new meanings to objects and actions, treating them as symbols for other things	
CLL-B-56	Use talk to connect ideas, explain what is happening and anticipate what might happen next	31/01/2008
CLL-B-56	Use talk, actions and objects to recall and relive past experiences	
CLL-G-56	Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another	
CLL-G-56	Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping	
CLL-G-56	Begin to use talk to pretend imaginary situations	
CLL-G-56	Use language to imagine and recreate roles and experiences	
CLL-G-56	Use talk to organise, sequence and clarify thinking, ideas, feelings and events	

Linking Sounds And Letters		Date Achieved
CLL-Y-60	Enjoy rhyming and rhythmic activities	
CLL-Y-60	Distinguish one sound from another	
CLL-B-60	Show awareness of rhyme and alliteration	
CLL-B-60	Recognise rhythm in spoken words	
CLL-G-60	Continue a rhyming string	
CLL-G-60	Hear and say the initial sound in words and know which letters represent some of the sounds	
CLL-G-60	Hear and say initial and final sounds in words, and short vowel sounds within words	
CLL-G-60	Link sounds to letters, naming and sounding the letters of the alphabet	
CLL-G-60	Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	

Reading		Date Achieved
CLL-Y-62	Listen to and join in with stories and poems, one-to-one and also in small groups	
CLL-Y-62	Show interest in illustrations and print in books and print in the environment	
CLL-Y-62	Begin to be aware of the way stories are structured	
CLL-B-62	Have favourite books	
CLL-B-62	Handle books carefully	
CLL-B-62	Suggest how the story might end	
CLL-B-62	Know information can be relayed in the form of print	13/11/2007
CLL-B-62	Hold books the correct way up and turn pages	
CLL-B-62	Understand the concept of a word	
CLL-G-62	Enjoy an increasing range of books	17/12/2007
CLL-G-62	Begin to recognise some familiar words	
CLL-G-62	Know that information can be retrieved from books and computers	
CLL-G-62	Explore and experiment with sounds, words and texts	
CLL-G-62	Retell narratives in the correct sequence, drawing on language patterns of stories	
CLL-G-62	Read a range of familiar and common words and simple sentences independently	
CLL-G-62	Know that print carries meaning and, in English, is read from left to right and top to bottom	
CLL-G-62	Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how	

Writing		Date Achieved
CLL-Y-64	Draw and paint, sometimes giving meanings to marks	
CLL-B-64	Ascribe meanings to marks	
CLL-G-64	Begin to break the flow of speech into words	
CLL-G-64	Use writing as a means of recording and communicating	
CLL-G-64	Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	
CLL-G-64	Attempt writing for different purposes, using features of different forms such as lists, stories and instructions	
CLL-G-64	Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation	

Mathematical Development

Calculating		Date Achieved
MD-Y-76	Compare two groups of objects, saying when they have the same number	
MD-B-76	Show an interest in number problems	
MD-B-76	Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same	
MD-G-76	Sometimes show confidence and offer solutions to problems	
MD-G-76	Find the total number of items in two groups by counting all of them	
MD-G-76	Use own methods to solve a problem	
MD-G-76	Say with confidence the number that is one more than a given number	
MD-G-76	In practical activities and discussion begin to use the vocabulary involved in adding and subtracting	
MD-G-76	Use language such as 'more' or 'less' to compare two numbers	
MD-G-76	Find one more or one less than a number from one to 10	
MD-G-76	Begin to relate addition to combining two groups of objects and subtraction to 'taking away'	

Numbers As Labels And For Counting		Date Achieved
MD-Y-74	Show an interest in numbers and counting	
MD-Y-74	Use some number names and number language spontaneously	
MD-Y-74	Enjoy joining in with number rhymes and songs	13/12/2007
MD-Y-74	Use mathematical language in play	26/09/2007
MD-B-74	Show curiosity about numbers by offering comments or asking questions	
MD-B-74	Use some number names accurately in play	
MD-B-74	Willingly attempt to count, with some numbers in the correct order	
MD-B-74	Recognise groups with one, two or three objects	
MD-G-74	Show confidence with numbers by initiating or requesting number activities	
MD-G-74	Count up to three or four objects by saying one number name for each item	
MD-G-74	Recognise some numerals of personal significance	
MD-G-74	Begin to represent numbers using fingers, marks on paper or pictures	07/01/2008
MD-G-74	Recognise numerals 1 to 5, then 1 to 9	
MD-G-74	Count out up to six objects from a larger group	
MD-G-74	Count actions or objects that cannot be moved	
MD-G-74	Select the correct numeral to represent 1 to 5, then 1 to 9, objects	
MD-G-74	Show increased confidence with numbers by spotting errors	
MD-G-74	Count an irregular arrangement of up to 10 objects	
MD-G-74	Say the number after any number up to 9	
MD-G-74	Begin to count beyond 10	
MD-G-74	Say and use number names in order in familiar contexts	
MD-G-74	Count reliably up to 10 everyday objects	
MD-G-74	Recognise numerals 1 to 9	
MD-G-74	Use developing mathematical ideas and methods to solve practical problems	

Shape, Space And Measures

Date Achieved

MD-Y-78	Show an interest in shape and space by playing with shapes or making arrangements with objects	
MD-Y-78	Show awareness of similarities in shapes in the environment	
MD-Y-78	Observe and use positional language	
MD-Y-78	Use size language such as 'big' and 'little'	
MD-B-78	Show interest by sustained construction activity or by talking about shapes or arrangements	
MD-B-78	Use shapes appropriately for tasks	
MD-B-78	Begin to talk about the shapes of everyday objects	
MD-G-78	Sustain interest for a length of time on a pre-decided construction or arrangement	
MD-G-78	Match some shapes by recognising similarities and orientation	
MD-G-78	Use appropriate shapes to make representational models or more elaborate pictures	
MD-G-78	Show curiosity and observation by talking about shapes, how they are the same or why some are different	
MD-G-78	Find items from positional/directional clues	
MD-G-78	Describe a simple journey	21/01/2008
MD-G-78	Order two items by length or height	
MD-G-78	Choose suitable components to make a particular model	
MD-G-78	Adapt shapes or cut material to size	
MD-G-78	Select a particular named shape	
MD-G-78	Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes	
MD-G-78	Show awareness of symmetry	
MD-G-78	Order two or three items by length	
MD-G-78	Order two items by weight or capacity	
MD-G-78	Instruct a programmable toy	
MD-G-78	Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities	
MD-G-78	Talk about, recognise and recreate simple patterns	
MD-G-78	Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	
MD-G-78	Use everyday words to describe position	
MD-G-78	Use developing mathematical ideas and methods to solve practical problems	

Knowledge and Understanding of the World

A Sense Of Place

Date Achieved

KUW-Y-96	Show an interest in the world in which they live
KUW-B-96	Comment and ask questions about where they live and the natural world
KUW-B-96	Notice differences between features of the local environment
KUW-G-96	Observe, find out about and identify features in the place they live and the natural world
KUW-G-96	Find out about their environment, and talk about those features they like and dislike

A Sense Of Time

Date Achieved

KUW-Y-94	Remember and talk about significant things that have happened to them	13/11/2007
KUW-B-94	Show interest in the lives of people familiar to them	
KUW-B-94	Begin to differentiate between past and present	
KUW-G-94	Find out about past and present events in their own lives, and in those of their families and other people they know	

Cultures And Beliefs

Date Achieved

KUW-Y-98	Express feelings about a significant personal event	
KUW-B-98	Describe significant events for family or friends	
KUW-G-98	Gain an awareness of the cultures and beliefs of others	13/12/2007
KUW-G-98	Begin to know about their own cultures and beliefs and those of other people	

Designing And Making Skills

Date Achieved

KUW-Y-90	Investigate construction materials	
KUW-Y-90	Realise tools can be used for a purpose	
KUW-B-90	Join construction pieces together to build and balance	
KUW-B-90	Begin to try out a range of tools and techniques safely	17/12/2007
KUW-G-90	Construct with a purpose in mind, using a variety of resources	19/11/2007
KUW-G-90	Use simple tools and techniques competently and appropriately	
KUW-G-90	Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary	
KUW-G-90	Select the tools and techniques they need to shape, assemble and join materials they are using	

Exploration And Investigation A

Date Achieved

KUW-Y-86	Show curiosity and interest by facial expression, movement or sound	30/10/2007
KUW-B-86	Show curiosity, observe and manipulate objects	
KUW-B-86	Describe simple features of objects and events	
KUW-G-86	Examine objects and living things to find out more about them	
KUW-G-86	Investigate objects and materials by using all of their senses as appropriate	
KUW-G-86	Find out about, and identify, some features of living things, objects and events they observe	

Exploration And Investigation B

Date Achieved

KUW-Y-88	Explore objects	
KUW-Y-88	Show an interest in why things happen and how things work	
KUW-B-88	Sort objects by one function	
KUW-B-88	Talk about what is seen and what is happening	
KUW-G-88	Notice and comment on patterns	
KUW-G-88	Show an awareness of change	
KUW-G-88	Look closely at similarities, differences, patterns and change	
KUW-G-88	Ask questions about why things happen and how things work	

Information And Communication Technology

Date Achieved

KUW-Y-92	Show an interest in ICT	
KUW-B-92	Know how to operate simple equipment	26/09/2007
KUW-G-92	Complete a simple program on the computer and/or perform simple functions on ICT apparatus	21/01/2008
KUW-G-92	Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning	

Physical Development

Health And Bodily Awareness

Date Achieved

PD-Y-110	Show awareness of own needs with regard to eating, sleeping and hygiene	
PD-Y-110	Often need adult support to meet those needs	
PD-B-110	Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene	
PD-B-110	Observe the effects of activity on their bodies	
PD-G-110	Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	
PD-G-110	Recognise the importance of keeping healthy and those things which contribute to this	
PD-G-110	Recognise the changes that happen to their bodies when they are active	

Movement A

Date Achieved

PD-Y-104	Move spontaneously within available space	
PD-Y-104	Respond to rhythm, music and story by means of gesture and movement	26/11/2007
PD-Y-104	Can stop	
PD-B-104	Move freely with pleasure and confidence	07/01/2008
PD-B-104	Move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	
PD-B-104	Use movement to express feelings	
PD-B-104	Adjust speed or change direction to avoid obstacles	
PD-B-104	Negotiate space successfully when playing racing and chasing games with other children	30/10/2007
PD-G-104	Go backwards and sideways as well as forwards	
PD-G-104	Experiment with different ways of moving	
PD-G-104	Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences	
PD-G-104	Jump off an object and land appropriately	
PD-G-104	Move with confidence, imagination and in safety	

Movement B

Date Achieved

PD-Y-106	Manage body to create intended movements	
PD-Y-106	Combine and repeat a range of movements	
PD-B-106	Sit up, stand up and balance on various parts of the body	
PD-B-106	Demonstrate the control necessary to hold a shape or fixed position	
PD-B-106	Mount stairs, steps or climbing equipment using alternate feet	
PD-G-106	Manipulate materials and objects by picking up, releasing, arranging, threading and posting them	
PD-G-106	Show increasing control over clothing and fastenings	18/01/2008
PD-G-106	Move with control and coordination	
PD-G-106	Travel around, under, over and through balancing and climbing equipment	

Sense Of Space

Date Achieved

PD-Y-108	Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors	
PD-Y-108	Judge body space in relation to spaces available when fitting into confined spaces or negotiating holes and boundaries	
PD-B-108	Show respect for other children's personal space when playing among them	
PD-B-108	Persevere in repeating some actions/attempts when developing a new skill	
PD-B-108	Collaborate in devising and sharing tasks, including those which involve accepting rules	01/10/2007
PD-G-108	Move body position as necessary	
PD-G-108	Show a clear and consistent preference for the left or right hand	
PD-G-108	Show awareness of space, of themselves and of others	

Using Equipment		Date Achieved
PD-Y-112	Operate equipment by means of pushing and pulling movements	09/11/2007
PD-B-112	Construct with large materials such as cartons, long lengths of fabric and planks	31/01/2008
PD-B-112	Show increasing control in using equipment for climbing, scrambling, sliding and swinging	
PD-G-112	Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it	
PD-G-112	Retrieve, collect and catch objects	
PD-G-112	Use a range of small and large equipment	

Using Tools And Materials		Date Achieved
PD-Y-114	Engage in activities requiring hand-eye coordination	30/10/2007
PD-Y-114	Use one-handed tools and equipment	
PD-B-114	Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and 'small world' activities	
PD-B-114	Understand that equipment and tools have to be used safely	
PD-G-114	Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them	
PD-G-114	Manipulate materials to achieve a planned effect	
PD-G-114	Use simple tools to effect changes to the materials	
PD-G-114	Show understanding of how to transport and store equipment safely	
PD-G-114	Practise some appropriate safety measures without direct supervision	
PD-G-114	Handle tools, objects, construction and malleable materials safely and with increasing control	

Creative Development

Exploring Media And Materials

Date Achieved

CD-Y-120	Begin to differentiate colours	
CD-Y-120	Use their bodies to explore texture and space	
CD-Y-120	Make three-dimensional structures	
CD-B-120	Differentiate marks and movements on paper	03/01/2008
CD-B-120	Begin to describe the texture of things	
CD-B-120	Use lines to enclose a space, then begin to use these shapes to represent objects	
CD-B-120	Begin to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces	19/11/2007
CD-G-120	Explore what happens when they mix colours	
CD-G-120	Understand that different media can be combined	
CD-G-120	Make constructions, collages, paintings, drawings and dances	
CD-G-120	Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes	
CD-G-120	Choose particular colours to use for a purpose	
CD-G-120	Experiment to create different textures	
CD-G-120	Work creatively on a large or small scale	
CD-G-120	Explore colour, texture, shape, form and space in two or three dimensions	

Imagination

Date Achieved

CD-Y-124	Pretend that one object represents another, especially when objects have characteristics in common	
CD-Y-124	Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	26/09/2007
CD-B-124	Use one object to represent another, even when the objects have few characteristics in common	
CD-B-124	Use available resources to create props to support role play	
CD-B-124	Develop a repertoire of actions by putting a sequence of movements together	
CD-B-124	Enjoy stories based on themselves and people and places they know well	
CD-B-124	Engage in imaginative and role play based on own first-hand experiences	13/11/2007
CD-G-124	Introduce a story line or narrative into their play	
CD-G-124	Play alongside other children who are engaged in the same theme	30/10/2007
CD-G-124	Play cooperatively as part of a group to act out a narrative	
CD-G-124	Use their imagination in art and design, music, dance, imaginative and role play and stories	

Music

Date Achieved

CD-Y-122	Join in favourite songs	
CD-Y-122	Show an interest in the way musical instruments sound	
CD-Y-122	Respond to sound with body movement	
CD-Y-122	Enjoy joining in with dancing and ring games	
CD-B-122	Sing a few simple, familiar songs	
CD-B-122	Sing to themselves and make up simple songs	
CD-B-122	Tap out simple repeated rhythms and make some up	
CD-B-122	Explore and learn how sounds can be changed	
CD-B-122	Imitate and create movement in response to music	
CD-G-122	Begin to build a repertoire of songs	
CD-G-122	Explore the different sounds of instruments	
CD-G-122	Begin to move rhythmically	
CD-G-122	Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music	

Responding To Experiences, Expressing And Communicating Ideas

Date Achieved

CD-Y-126	Show an interest in what they see, hear, smell, touch and feel	01/10/2007
CD-Y-126	Use body language, gestures, facial expression or words to indicate personal satisfaction or frustration	
CD-B-126	Further explore an experience using a range of senses	
CD-B-126	Begin to use representation as a means of communication	
CD-B-126	Describe experiences and past actions, using a widening range of materials	
CD-G-126	Try to capture experiences and responses with music, dance, paint and other materials or words	
CD-G-126	Develop preferences for forms of expression	
CD-G-126	Talk about personal intentions, describing what they were trying to do	
CD-G-126	Respond to comments and questions, entering into dialogue about their creations	
CD-G-126	Make comparisons	
CD-G-126	Respond in a variety of ways to what they see, hear, smell, touch and feel	
CD-G-126	Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments	