

## 8. To be able to perform in an end of year performance

### Pre Milestones

- Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies
- Expresses feelings strongly through crying in order to make sure that their needs will be met
- Whimpers, screams and/or cries if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive
- Seeks physical and emotional comfort by snuggling in to trusted adults
- Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking
- Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face
- Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs
- Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop
- Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious
- Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer
- Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine
- Explores the boundaries of behaviours that are accepted by adults
- Shows pleasure at being tickled and other physical games
- Enjoys finding their nose, eyes or tummy as part of naming games
- Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying "Boo" or hiding face in hands

## 8. To be able to perform in an end of year performance

### Milestone 8.1

To be confident to respond to and to join in with actions to rhymes and moving their whole body to music.

### Milestone 8.2

To be confident to join in with performing (singing/signing) rhymes or songs to a familiar audience.

### Milestone 8.3

To become more confident with joining in with repeated refrains in unfamiliar stories and songs.

### Milestone 8.4

To be able to use their imagination to perform their favourite stories or songs within their peer groups.

### Possible sequence of learning:

- Shows an interest in listening to sounds and music
- Explores the sound of their own voice
- Responds using their whole body to music being played
- Explores sounds of percussion instruments
- Enjoys and takes part in action songs and rhymes
- Takes part in role play based on their first hand experiences
- Listens to stories with increasing attention
- Begins to join in with repeated refrains in familiar stories and rhymes
- Uses objects to represent props in pretend play
- Is confident to talk to other children when playing
- Builds up a repertoire of familiar nursery rhymes
- Joins in make believe play with other children
- Enjoys rhyming and rhythmic activities
- Is involved in dramatic make believe play and dressing up
- Takes a lead role in role play
- Joins in with ring games and songs
- Plays instruments with increasing control
- Develops their own stories in role play or small world resources
- Talks confidently to others about their own needs, wants, interests and opinions
- Adapts behaviour to different events, social situations
- Negotiates and co-operates in their play
- Follows instructions
- Follows boundaries and expectations of the setting
- Shows confidence towards unfamiliar people and is more confident in new social situations

### Final Milestone

To be able to perform with a confident manner in a large group to an unfamiliar audience.

