

## Understanding the World

I can explain what the past is  
I can talk about similarities and differences about something now and something from the past  
I can recall where I live  
I can name different places I have been  
I can talk about what I can see in a photograph  
I can talk about different places other than Castleford  
I can talk about what I know  
I can ask questions  
I can talk about the different forces I can feel  
I can use books and ICT to deepen my knowledge and understanding

## Expressive Arts and Design

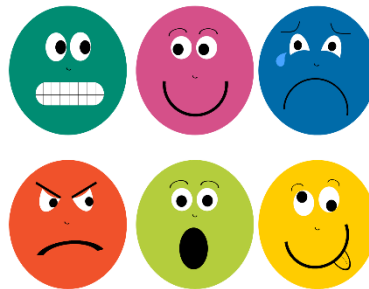
I can hold a pencil with increasing control.  
I can hold a paint brush with increasing control.  
I can draw curved, straight and wavy lines to show different emotions.  
I can draw interesting objects to represent ideas like movement and noises.  
I can use colour to show emotions and feelings in paintings.  
I can use resources to join materials together.  
I can make models with a purpose in mind.  
I can sing in a high voice.  
I can sing in a low voice.  
I can make up my own songs.

## Literacy

I can use words and phrases that I have heard in stories  
I can talk about what has been read  
I can match 2 items that have the same initial sound  
I know that in English print is read from left to right and top to bottom  
I can read Fred talk CVC words  
I can orally blend CVC words  
I can hold a pencil in a tripod grip  
I can write my name  
I can write for a range of purposes

## PSED

I can identify how others are feeling.  
I can begin to understand how others might be feeling.  
I can take responsibility for tasks such as cleaning paint palettes  
I can follow rules, understanding why they are important through discussions (Internet Safety)  
I can describe my feelings.  
I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
I can communicate confidently.  
I can describe and explain my ideas.  
I can play with one or more other children, extending and elaborating play ideas.



## Communication and Language

I can talk about what happened in the beginning, middle and end of the story, suggest how a story might end  
pay attention to more than one thing at a time, e.g. can listen and do at the same time  
make predictions about what might happen next in a story  
I can demonstrate their understanding of the text by answering simple comprehension questions, listen to and respond to other children's ideas, listen well in a small group, use longer sentences of four to six words  
use talk to organise their play  
talk about the setting, main characters and main event in a familiar story, talk about stories I have read, then demonstrate an understanding of new vocabulary learnt linked to the text  
explain/shares thoughts using words and actions to an adult, e.g. this bucket will hold more water  
sing 6 nursery rhymes  
use language to have a conversation with others and continue it for many turns

## Mathematics

Recite numbers to 15, Touch count objects to 10, Begins to represent number on fingers beyond 5, Count backwards from 10, Fast recognition of up to 5 objects without having to count them individually ('subitising')  
Create their own repeating pattern ABAB, e.g. with objects and sounds  
Notice and correct errors in patterns  
Use language to communicate a route, e.g. children to complete an obstacle course and talk about the route that they had taken  
Use vocabulary 'first, after and before' to talk about patterns of events such as in cooking or getting dressed.  
Notice differences and changes in amounts, e.g. The Enormous Turnip story

## Physical Development

Complete an obstacle course that includes movements such as hopping, skipping, jumping and balancing,  
remember sequences and patterns of movements (skip, jump and clap) to music and rhythm,  
take part in group activities, find a space to work within safely  
hold balances using parts of my body  
hold a pencil with increasing control, hold a paint brush with increasing control  
use resources to join materials together  
put my shoes on independently  
use a knife and fork effectively to cut and eat food  
put my coat on independently and pulls up a zipper once fastened