

Communication & Language

- I show an interest in illustrations in books, they are beginning to talk about the illustrations answering simple questions for example do you think it is night time or day time?
- I can understand questions or an instruction that has two parts such as "Get your coat and wait at the door."
- I can understand and answer why questions, like: "Why do you think the caterpillar got so fat?"
- I can talk about where a story is set
- I can use vocabulary from the story when retelling/acting out/talking about the story
- I can develop my communication through using more complex sentences
- I can express a point of view, e.g. likes, dislikes and feelings
- I can use past tense to talk about significant events in their own experience for example starting Nursery, going on holiday, visiting somewhere
- I can sing 4 nursery rhymes

Literacy

- I can re-tell the beginning, middle and end part of a story.
- I can name the main characters in a story
- I can describe where a story is set
- I can use some familiar words from stories
- I can recognise and read the initial sound in a word
- I can read and talk about words with 3 and 4 letter sounds
- I can read on sight the exception words: the, your, said, you, my, are, he, of, no, I, of, my, to, the, no
- I can recognise and read special friends th/sh/ch/ng/nk/qu
- I will plan, through discussions, what I want to write
- I can write CVC words
- I can apply phonic knowledge to write simple words
- I can write a list
- I can write a label
- I can write a caption
- I can write a simple sentence
- I can spell phase 2 tricky words

Understanding the World.

- I can talk about the differences in past and present objects, e.g. link to roles in society
- I can talk the similarities and differences of images from the past and present
- I can name significant people who help me and discuss their roles in society
- I can explain the importance of different jobs in society e.g. nurse, fire fighter etc
- I can talk about how environments can be different to the one they live in, for example a desert is hot and dry.
- I can talk about people's different beliefs and celebrations
- I can talk about the similarities and differences of some religions
- I can create drawings of the natural world (animal and plant link)
- I can draw a map of a journey
- I can make predictions
- I can ask and answer questions

Physical Development

- I can increasingly control the large movements that I make.
- I can coordinate my movements and negotiate space.
- I can move toys such as scooters or bikes
- I can Follow safety rules around handling tools, moving equipment and materials
- I choose a range of tools such as spades, large brushes and gardening trowels to carry out my plan.
- I can use the toilet independently
- I can match my developing physical skills to tasks and activities such as directing a remote-control car or using a CD player
- I can use a knife to saw and cut food into pieces
- I can discuss the importance of and why I brush my teeth
- I can talk about healthy foods and drink choices
- I can cut using tools
- I can hold a pencil in a tripod grip



Reception-Out of this World

PSED

- I can share and take turns in play
- I can play with a large group of friends.
- I can tell my friends about my own work and play.
- I can help, listen and support my friends.
- I can wait and adapt my needs when working with my friends.
- I understand how to work to achieve a target.
- I can develop self-resilience when overcoming new challenges.
- I can undress and dress independently.
- I can show confidence when trying new things.

Mathematics

- I can recognise some quantities to 3 without counting
- I can say numbers 1 to 4 in order when counting items
- I can say how many I have altogether when I reach the last number to 4
- I can show numbers 0-4 on my fingers
- I can match some numerals to amounts up to 4
- I can make my own marks and symbols (tallies and circles)
- I can use my increasing knowledge to solve problems e.g. "There are four of you but there aren't enough chairs..."
- I can say whether something is more than or fewer than something else
- I can represent numbers in pictures, e.g. when drawing a person does the child draw 2 legs?
- I can talk about 2D shapes and use some mathematical and informal language
- I can follow instructions by listening to positional words
- I can use key words to describe routes and locations
- I can identify whether something is heavier than something else
- I can identify whether something is full or empty
- I can identify whether something is long or short
- I can choose shapes and say why I have chosen them
- I can notice patterns
- I can create an ABAB pattern

Expressive Arts & Design

- I can mix colours for a purpose e.g. to match the colours they see and want to represent.
- I can use a range of different joining materials e.g. split pins, PVA glue, Sellotape etc.
- I can cut along different lines with care and accuracy.
- I can explore a variety of artistic effects to express my ideas.
- I can create collaboratively sharing ideas and resources.
- I can talk about how music and dance make me feel.
- I can use costume and props to related to performance arts to incorporate into pretend play.
- I can sing familiar songs in a small group.
- I can join in with or initiate pitch changing call and response songs.
- I can discuss the role I will play when acting out and developing stories in role play.
- I match the pulse in a piece of music using an instrument.