

### Personal, Social and Emotional Development

#### **I can:**

- Be more outgoing towards unfamiliar people and more confident in new social situations.
- Show confidence speaking to others about my own needs, wants, interests and opinions.
- Inhibit own actions and behaviours; stopping myself from doing something I shouldn't do
- Show awareness of my own feelings, and knows that some actions and words can hurt others' feelings.
- Usually adapt my behaviour to different events, social situations and changes in routine.
- Play in a group, extending and elaborating play ideas and keep play going responding to other ideas.
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiate conversations, attend to and takes account of what others say.
- Express my own preferences and interests.

### Communication and language

#### **I can:**

- Respond to instructions involving a two-part sequence.
- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Use simple sentences when communicating.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Use language to imagine and recreate roles and experiences in play situations
- Listen to others one to one or in small groups, when conversation interests me.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Maintain attention, concentrate and sit quietly during appropriate activities.
- Begin to understand 'why' and 'how' questions.
- Understand the use of objects.

### Physical Development

#### **I can:**

- Hold a pencil near the point between first two fingers and thumb and use it with good control.
- Move freely and with pleasure and confidence in a range of ways.
- Can copy some letters from my name.
- Observe the effects of activity on my body.
- Eat a healthy range of foodstuffs and understands need for variety in food.
- Stay dry and clean during the day.

### RE (Where do we live? Who lives there?)

#### **I can:**

- Remember and talk about significant events in my own experience.
- Identify names of children in my class and make friendships.
- Identify a place in my home and classroom where they feel safe and comfortable.
- Talk about similarities and differences between myself and other, among families, communities and traditions.

**Specific areas**

**Mathematics**

**I can:**

- Separate a group of objects in different ways recognising that the total is still the same.
- Recite numbers in order to 10.
- Recognise numerals 1 to 5
- Count up to three or four objects by saying one number name for each item.
- Show an interest in shape and space by playing with shapes or making arrangements with objects
- Show awareness of similarities of shapes in the environment.
- Selects a particular named shape

**Literacy**

**I can:**

- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Show awareness of rhyme and alliteration.
- Describe main story settings, events and principal characters in stories.
- Recognise familiar words and signs such as own name and advertising logos.
- Understand that print carries meaning and is read from left to right and top to bottom.
- Give meaning to marks that I draw and paint.
- Hear and say the initial sound in words.

**Understanding the world**

**I can:**

- Recognise and describe special times and events for my family and friends.
- Show understanding of some of the things that make me unique, and can talk about some of the similarities and differences in relation to others.
- Talk about why things happen and how things work.
- Comment and asks questions about aspects of my familiar world.
- Understanding that information can be retrieved from computers.

**Expressive arts and design**

**I can:**

- Explore and learn how sounds and colours can be changed.
- Construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Show interest in and describe the texture of things.
- Use available resources to create props to support roleplay; creating simple representations of events, people and objects.
- Build stories around toys.

**SMCS**

**I can**

- Show interests in others and their lives.
- Look after other people and objects and share them with others.
- Follow the rules of the class and the school.

**SEAL**

**I can:**

- Listen to others in small groups and pay attention to what they say.
- Share resources and take turns with other children.
- Follow simple instructions given to me.

Continuous provision will continue to be accessible in the classroom alongside access to outdoor provision, providing children with a range of experiences and opportunities to consolidate their skills and knowledge. Enhancements and challenges will be made to provision based on the needs and the interests of the children.