

Commotion in the ocean

<p style="text-align: center;">Personal , Social and Emotion Development</p> <p>MAKING RELATIONSHIPS -I can play co-operatively, taking turns with others. I can take account of others ideas about how to organise an activity. I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. -I can play group games with rules. I understand someone else's point of view can be different from mine. I can resolve minor disagreements through listening to each other to come up with a fair solution. I can understand what bullying is and that this is unacceptable behaviour.</p> <p>SELF CONFIDENCE AND SELF AWARENESS -I am confident to try new activities, and say why I like some activities more than others. I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities. I can say when they do or don't need help. -I am confident speaking to a class group. I can talk about the things I enjoy, and are good at, and about the things I do not find easy. I am resourceful in finding support when I need help or information. I can talk about the plans I have made to carry out activities and what I might change if I were to repeat them.</p> <p>MANAGING FEELINGS AND BEHAVIOUR -I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. I can work as part of a group or class, and understand and follow the rules. I can adjust their behaviour to different situations, and take changes of routine in their stride. -I know some ways to manage my feelings and am beginning to use these to maintain control. I can listen to other's suggestions and plan how to achieve an outcome without adult help. I know when and how to stand up for myself appropriately. I can stop and think before acting and I can wait for things I want.</p>	<p style="text-align: center;">Communication and Language</p> <p>LISTENING AND ATTENTION -I can listen attentively in a range of situations. I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions. I can give my attention to what others say and respond appropriately, while engaged in another activity. - I can listen to instructions and follow them accurately, asking for clarification if necessary. I can listen attentively with sustained concentration to follow a story without pictures or props. I can listen in a larger group, for example, at assembly.</p> <p>UNDERSTANDING - I can follow instructions involving several ideas or actions. I can answer 'how' and 'why' questions about my experiences and in response to stories or events. -After listening to stories I can express views about events or characters in the story and answer questions about why things happened. I can carry out instructions which contain several parts in a sequence.</p> <p>SPEAKING - I can express myself effectively, showing awareness of listeners' needs. I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. I can develop my own narratives and explanations by connecting ideas or events - I can show some awareness of the listener by making changes to language and non-verbal features. I can recount experiences and imagine possibilities, often connecting ideas. I can use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	<p style="text-align: center;">Physical Development</p> <p>MOVING AND HANDLING • I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • I am showing increasing control over an object in pushing, patting, throwing, catching or kicking it. -I can show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I can handle equipment and tools effectively, including pencils for writing. -I can hop confidently and skip in time to music. I can hold paper in position and my preferred hand for writing, using a correct pencil grip. I am beginning to write on lines and control letter size.</p> <p>HEALTH AND SELFCARE -I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. -I know about, and can make healthy choices in relation to, healthy eating and exercise. I can dress and undress independently, successfully managing fastening buttons or laces.</p>
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<p style="text-align: center;">Literacy</p> <p>READING -I can read and understand simple sentences. -I can use phonic knowledge to decode regular words and read them aloud accurately. -I can also read some common irregular words. -I can demonstrate understanding when talking with others about what they have read. -I can read phonically regular words of more than one syllable as well as many irregular but high frequency words. -I can use phonic semantic and syntactic knowledge to understand unfamiliar vocabulary. -I can describe the main events in the simple stories they have read.</p> <p>WRITING -I can use my phonic knowledge to write words in ways which match their spoken sounds. -I can also write some irregular common words. -I can write simple sentences which can be read by themselves and others. Some words are spelt phonetically plausible. -I can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. -I can use key features of narrative in their own writing.</p>	<p style="text-align: center;">Mathematics</p> <p>NUMBER -I can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. -I can, using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. -I can solve problems, including doubling, halving and sharing. -I can estimate a number of objects and check quantities by counting up to 20. -I can solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p> <p>SHAPE, SPACE AND MEASURE -I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. -I can recognise, create and describe patterns. I can explore characteristics of everyday objects and shapes and use mathematical language to describe them. -I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p style="text-align: center;">Understanding the World</p> <p>THE WORLD -I can talk about the features of my own immediate environment and how environments might vary from one another. -I know that the environment and living things are influenced by human activity. I can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. I am are familiar with basic scientific concepts such as floating, sinking, experimentation</p> <p>TECHNOLOGY -I recognise that a range of technology is used in places such as homes and schools. I can select and use technology for particular purposes. - I can find out about and use a range of everyday technology. I can select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>EXPLORING AND USING MEDIA AND MATERIALS -I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function I explore what happens when I mix colours. -I can sing songs, make music and dance, and experiment with ways of changing them -I can develop my own ideas through selecting and using materials and working on processes that interest me. Through my explorations I find out and make decisions about how media and materials can be combined and changed.</p> <p>BEING IMAGINATIVE - I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories - I can use what I have learnt about media and materials in original ways, thinking about uses and purposes - I can talk about the ideas and processes which have led me to make music, designs, images or products. I can talk about features of my own and others' work, recognising the differences between them and the strengths of others</p>
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