

Fairytales

<p style="text-align: center;">Personal , Social and Emotion Development</p> <p><u>MAKING RELATIONSHIPS</u> -I can understand someone else's point of view can be different from my own. I can resolve minor disagreements by listening to each other to come up with a fair solution</p> <p><u>SELF CONFIDENCE AND SELF AWARENESS</u> - 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 I do or don't need help. -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><u>MANAGING FEELINGS AND BEHAVIOUR</u> - 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</p>	<p style="text-align: center;">Communication and Language</p> <p><u>LISTENING AND ATTENTION</u> - 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.</p> <p><u>UNDERSTANDING</u> • I am able to follow a story without pictures or props. - 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><u>SPEAKING</u> • I can use language to imagine and recreate roles and experiences in play situations. • I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. • I can introduce a storyline or narrative into my play. - 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><u>MOVING AND HANDLING</u> • I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • I can show 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 use my preferred hand for writing, using a correct pencil grip. I am beginning to be able to write on lines and control letter size.</p> <p><u>HEALTH AND SELFCARE</u> -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><u>READING</u> -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 I have read.</p> <p><u>WRITING</u> -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 myself and others. Some words are spelt phonetically plausible.</p>	<p style="text-align: center;">Mathematics</p> <p><u>NUMBER</u> -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 use quantities and objects, I 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.</p> <p><u>SHAPE, SPACE AND MEASURE</u> -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.</p>	<p style="text-align: center;">Understanding the World</p> <p><u>PEOPLE AND COMMUNITIES</u> • I enjoy joining in with family customs and routines. - I can talk about past and present events in my own life and in the lives of family members. - I know that other children don't always enjoy the same things, and am sensitive to this. - I know about similarities and differences between myself and others, and among families, communities and traditions. - I know the difference between past and present events in my own life and some reasons why people's lives were different in the past.</p> <p><u>THE WORLD</u> -I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p><u>TECHNOLOGY</u> • I can use ICT hardware to interact with age-appropriate computer software. -I can 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 my life, such as a journey on a steam train.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p><u>EXPLORING AND USING MEDIA AND MATERIALS</u> • I am beginning to build a repertoire of songs and dances. • I explore the different sounds of instruments. • I explore what happens when I mix colours. • I can manipulate materials to achieve a planned effect. • I can construct with a purpose in mind, using a variety of resources. • I can use simple tools and techniques competently and appropriately. • I can select appropriate resources and adapt work where necessary. • I can select tools and techniques needed to shape, assemble and join materials I am using. - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>MEDIA AND MATERIALS</u> • I create simple representations of events, people and objects. • I can play alongside other children who are engaged in the same theme. • I can play cooperatively as part of a group to develop and act out a narrative • I can introduce a storyline or narrative into my play. - I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
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