

## How does your garden grow?

<h3 style="color: purple;">Personal , Social and Emotion Development</h3> <p><u>MAKING RELATIONSHIPS</u> - 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.</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.</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>		<h3 style="color: purple;">Communication and Language</h3> <p><u>LISTENING AND ATTENTION</u> • I can maintain attention, concentrate and sits quietly during appropriate activity. • I have two-channelled attention - can listen and do for short span. - 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 listen and respond to ideas expressed by others in conversation or discussion. • I can respond to instructions involving a two-part sequence. • I understand humour, e.g. nonsense rhymes, jokes. - 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.</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 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.</p>		<h3 style="color: purple;">Physical Development</h3> <p><u>MOVING AND HANDLING</u> • I can experiment with different ways of moving. *I can initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I show increasing control over an object in pushing, patting, throwing, catching or kicking it. • I can use simple tools to effect changes to materials. • I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. -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.</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.</p>			
<h3 style="color: purple;">Literacy</h3> <p><u>READING</u> • I can segment the sounds in simple words and blend them together and knows which letters represent some of them. • I can link sounds to letters, naming and sounding the letters of the alphabet. • I am beginning to read words and simple sentences. • I can continue a rhyming string •I know that information can be retrieved from books and computers. -I can read and understand simple sentences</p> <p><u>WRITING</u> • I can hear and say the initial sound in words. • I can segment the sounds in simple words and blend them together. • I can link sounds to letters, naming and sounding the letters of the alphabet. • I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • I can write my own name and other things such as labels, captions. • I can attempt to write short sentences in meaningful contexts. • I can continue a rhyming string -I can use my phonic knowledge to write words in ways that match their spoken sounds.</p>		<h3 style="color: purple;">Mathematics</h3> <p><u>NUMBERS</u> • I can in practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • I am beginning to identify my own mathematical problems based on own interests and fascinations. • I can count objects to 10, and beginning to count beyond 10. • I can select the correct numeral to represent 1 to 10 objects. • I can record, using marks that I can interpret and explain. • I can count an irregular arrangement of up to ten objects. • I can estimate how many objects I can see and check by counting them. • I can use the language of 'more' and 'fewer' to compare two sets of objects. • I can find the total number of items in two groups by counting all of them. • I can say the number that is one more than a given number. • I can find one more or one less from a group of up to five objects, -I can count reliably with numbers from one to 20.</p> <p><u>SSM</u> • I can order two or three items by length or height. • I can order two items by weight or capacity. • I can use everyday language related to time. • I am beginning to use everyday language related to money. • I can order and sequences familiar events. • I can measure short periods of time in simple ways. • I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>		<h3 style="color: purple;">Understanding the World</h3> <p><u>THE WORLD</u> • I can look closely at similarities, differences, patterns and change - I know about similarities and differences in relation to places, objects, materials and living things. I can talk about the features of my own immediate environment and how environments might vary from one another. I can make observations of animals and plants and explain why some things occur, and talk about changes. - <i>I know that the environment and living things are influenced by human activity. I can describe some actions which people in my own community do that help to maintain the area they live in.</i></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 recognise that a range of technology is used in places such as homes and schools. -I can select and use technology for particular purposes.</p>		<h3 style="color: purple;">Expressive Arts and Design</h3> <p><u>EXPLORING AND USING MEDIA AND MATERIALS</u> • I am beginning to build a repertoire of songs and dances. • I experiment to create different textures. • I understand that different media can be combined to create new effects. *I can explore the different sounds of instruments • 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 my work where necessary. • I can select tools and techniques needed to shape, assemble and join materials they are 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 can create simple representations of events, people and objects. • I can play alongside other children who are engaged in the same theme. - I can use what I have learnt about media and materials in original ways, thinking about uses and purposes - I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	

