

## Julia Donaldson

<p style="text-align: center;"><b>Personal , Social and Emotion Development</b></p> <p><u>MAKING RELATIONSHIPS</u></p> <ul style="list-style-type: none"> <li>• I can explain my own knowledge and understanding, and ask appropriate questions of others.</li> </ul> <p><u>SELF CONFIDENCE AND SELF AWARENESS</u></p> <ul style="list-style-type: none"> <li>• I am confident to speak to others about my own needs, wants, interests and opinions.</li> <li>• I can describe myself in positive terms and talk about my abilities.</li> </ul> <p><u>MANAGING FEELINGS AND BEHAVIOUR</u></p> <ul style="list-style-type: none"> <li>• I am aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<p style="text-align: center;"><b>Communication and Language</b></p> <p><u>LISTENING AND ATTENTION</u></p> <ul style="list-style-type: none"> <li>• I can maintain attention, concentrate and sit quietly during an appropriate activity.</li> <li>• I have two-channelled attention - can listen and do for short span.</li> </ul> <p><u>UNDERSTANDING</u></p> <ul style="list-style-type: none"> <li>• I can respond to instructions involving a two-part sequence.</li> </ul> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> <li>• I can listen and respond to ideas expressed by others in conversation or discussion.</li> <li>- I can answer 'how' and 'why' questions about my experiences and in response to events.</li> <li>- I can follow instructions involving several ideas or actions</li> </ul> <p><u>SPEAKING</u></p> <ul style="list-style-type: none"> <li>• I can use language to imagine and recreate roles and experiences in play situations.</li> <li>• I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<p style="text-align: center;"><b>Physical Development</b></p> <p><u>MOVING AND HANDLING</u></p> <ul style="list-style-type: none"> <li>• I can experiment with different ways of moving.</li> </ul> <p>*I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <ul style="list-style-type: none"> <li>• I can jump off an object and land appropriately.</li> <li>• I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• I can use simple tools to effect changes to materials.</li> <li>• I can handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• I show a preference for a dominant hand.</li> <li>• I am beginning to use anticlockwise movement and retrace vertical lines.</li> <li>• I am beginning to form recognisable letters.</li> <li>• I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><u>HEALTH AND SELFCARE</u></p> <ul style="list-style-type: none"> <li>• I am usually dry and clean during the day.</li> <li>• I show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• I can practice some appropriate safety measures without direct supervision.</li> <li>• I show understanding of how to transport and store equipment safely.</li> </ul>	
<p style="text-align: center;"><b>Literacy</b></p> <p><u>READING</u></p> <ul style="list-style-type: none"> <li>• I can hear and say the initial sound in words.</li> <li>• I can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• I can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• I am beginning to read words and simple sentences.</li> <li>• I use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</li> <li>• I enjoy an increasing range of books.</li> </ul> <p>I can continue a rhyming string</p> <p><u>WRITING</u></p> <ul style="list-style-type: none"> <li>• I give meaning to marks I make as I draw, write and paint.</li> <li>• I am beginning to break the flow of speech into words.</li> <li>• I can hear and say the initial sound in words.</li> <li>• I can segment the sounds in simple words and blend them together.</li> <li>• I can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• I can write my own name and other things such as labels, captions.</li> <li>• I can attempt to write short sentences in meaningful contexts.</li> </ul> <p>I can continue a rhyming string</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p><u>NUMBER</u></p> <ul style="list-style-type: none"> <li>• I can recognise some numerals of personal significance.</li> <li>• I can recognise numerals 1 to 5.</li> <li>• I can count up to three or four objects by saying one number name for each item.</li> <li>• I can count actions or objects which cannot be moved.</li> <li>• I can count objects to 10, and am beginning to count beyond 10.</li> <li>• I can count out up to six objects from a larger group.</li> <li>• I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• I can record, using marks that I can interpret and explain.</li> <li>• <b>I can count an irregular arrangement of up to ten objects.</b></li> <li>• I can estimate how many objects I can see and check by counting them.</li> <li>• <b>I can use the language of 'more' and 'fewer' to compare two sets of objects.</b></li> <li>• I can find the total number of items in two groups by counting all of them.</li> <li>• I can say the number that is one more than a given number.</li> <li>• I can find one more or one less from a group of up to five objects,</li> </ul> <p><u>SSM</u></p> <ul style="list-style-type: none"> <li>• I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• I can select a particular named shape.</li> <li>• I can describe my relative position such as 'behind' or 'next to'.</li> <li>• I can use familiar objects and common shapes to create and recreate patterns and build models.</li> </ul> <p>I can use familiar objects and common shapes to create and recreate patterns and build models</p>	<p style="text-align: center;"><b>Understanding the World</b></p> <p><u>PEOPLE AND COMMUNITIES</u></p> <ul style="list-style-type: none"> <li>• I enjoy joining in with family customs and routines             <ul style="list-style-type: none"> <li>- I know about similarities and differences between myself and others, and among families, communities and traditions.</li> </ul> </li> </ul> <p><u>THE WORLD</u></p> <ul style="list-style-type: none"> <li>• I can look closely at similarities, differences, patterns and change.</li> <li>-I know about similarities and differences in relation to places, objects, materials and living things</li> <li>-I can talk about the features of my own immediate environment and how environments might vary from one another.</li> <li>- I know the properties of some materials and can suggest some of the purposes they are used for. I am familiar with basic scientific concepts such as floating, sinking, experimentation.</li> </ul> <p><u>TECHNOLOGY</u></p> <ul style="list-style-type: none"> <li>• I can use ICT hardware to interact with age-appropriate computer software.</li> <li>• I can complete a simple program on a computer.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p><u>EXPLORING AND USING MEDIA AND MATERIALS</u></p> <ul style="list-style-type: none"> <li>• I am beginning to build a repertoire of songs and dances.</li> <li>• I enjoy exploring the different sounds of instruments.</li> <li>• I explore what happens when they mix colours.</li> <li>• I can manipulate materials to achieve a planned effect.</li> <li>• I can construct with a purpose in mind, using a variety of resources.</li> <li>• I can use simple tools and techniques competently and appropriately.</li> <li>• I can select appropriate resources and adapt my work where necessary.</li> <li>• I can select tools and techniques needed to shape, assemble and join materials I am using.</li> <li>• I can experiment to create different textures.</li> <li>• I understand that different media can be combined to create new effects.</li> </ul> <p><u>BEING IMAGINATIVE</u></p> <ul style="list-style-type: none"> <li>• I can create simple representations of events, people and objects.</li> <li>• I can play alongside other children who are engaged in the same theme.</li> <li>• I can play cooperatively as part of a group to develop and act out a narrative</li> <li>• I can choose particular colours to use for a purpose.</li> </ul>

