

# Our Wonderful World

<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> <li>• I can take steps to resolve conflicts with other children, e.g. finding a compromise.             <ul style="list-style-type: none"> <li>- 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.</li> </ul> </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 own needs, wants, interests and opinions.</li> <li>• I can describe myself in positive terms and talk about abilities.</li> <li>- I am confident to try new activities, and say why I like some activities more than others.</li> <li>- I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activity. I can say when I do or don't need help.</li> </ul> <p><u>MANAGING FEELINGS AND BEHAVIOUR</u></p> <ul style="list-style-type: none"> <li>• I understand that my own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• I am aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• I am beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>- 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 my behaviour to different situations, and take changes of routine in my stride.</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.             <ul style="list-style-type: none"> <li>- I can give my attention to what others say and respond appropriately, while engaged in another activity.</li> </ul> </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> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <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> <li>- I can listen attentively in a range of situations</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> <li>- 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.</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> <li>• I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</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> <li>- I can show good control and co-ordination in large and small movements.</li> </ul> <p>I can move confidently in a range of ways, safely negotiating space.</p> <p>I can handle equipment and tools effectively, including pencils for writing.</p> <p><u>HEALTH AND SELF CARE</u></p> <ul style="list-style-type: none"> <li>• I eat a healthy range of foodstuffs and understands need for variety in food.</li> <li>• I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>- 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.</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 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 can continues a rhyming string</li> <li>• I know that information can be retrieved from books and computers.</li> </ul> <p><u>WRITING</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.</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> <li>• I can continues a rhyming string</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <p><u>NUMBERS</u></p> <ul style="list-style-type: none"> <li>• I can in practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> <li>• I am beginning to identify own mathematical problems based on my own interests and fascinations.</li> <li>• I can count actions or objects which cannot be moved.</li> <li>• I can count objects to 10, and 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>• I can count an irregular arrangement of up to ten objects.</li> <li>• I can estimate how many objects I can see and check by counting them.</li> <li>• I can use the language of 'more' and 'fewer' to compare two sets of objects.</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 can order two or three items by length or height.</li> <li>• I can order two items by weight or capacity.</li> <li>• I can use everyday language related to time.</li> <li>• I am beginning to use everyday language related to money.</li> <li>• I can order and sequences familiar events.</li> <li>• I can measure short periods of time in simple ways.</li> </ul>	<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</li> <li>- I know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>- I know about similarities and differences between myself and others, and among families, communities and traditions.</li> <li>- I understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</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> </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 are 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> <li>- I can sing songs, make music and dance, and experiment with ways of changing them</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 play alongside other children who are engaged in the same theme.</li> <li>• I 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> <li>• I initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>

