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| English |
| **Listening, Attention and Understanding** * I can understand how to listen carefully and why listening is important.
* I can learn new vocabulary.
* I can understand what has been said to me.
* I can engage in story times.
* I can listen to and talk about stories to build familiarity and understanding.
* I can listen carefully to rhymes and songs, paying attention to how they sound.
* I can engage in non-fiction books.
* I can listen to and talk about selected non-fiction to develop a deeper familiarity with new knowledge and vocabulary.

***Early Learning Goal:**** *I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*
* *I can make comments about what I have heard and ask questions to clarify my understanding.*
* *I can hold a conversation when engaged in back and forth exchanges with my teacher and peers.*

**Speaking** * I can use new vocabulary throughout the day.
* I can articulate my ideas in and thoughts in well-formed sentences.
* I can connect one idea or action to another using a range of connectives.
* I can describe events in some detail.
* I can use talking to help work out problems and organise thinking and activities to explain how things work and why they might happen.
* I can develop social phrases.
* I can retell a story once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.
* I can use vocabulary in different contexts.
* I can learn rhymes, poems and songs.
* I can listen to and talk about selected non-fiction to develop a deeper familiarity with new knowledge and vocabulary.

***Early Learning Goal:**** *I can participate in small group, class and one to one discussions, offering my own ideas, using recently introduced vocabulary.*
* *I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*
* *I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.*

**Comprehension** * I can re-read what I have written to check that it makes sense.

***Early Learning Goals:**** *I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.*
* *I can anticipate (where appropriate) key events in stories.*
* *I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.*

**Word Reading*** I can read individual letters by saying the sounds for them.
* I can blend sounds into words, so that I can read short words made up of known letter sound correspondences.
* I can read a few common exception words matched to the schools phonics programme.
* I can read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.
* I can re-read books to build up my confidence in word reading, their fluency and their understanding and enjoyment.

***Early Learning Goals:**** *I can say a sound for each letter in the alphabet and at least 10 diagraphs.*
* *I can read words consistent with my phonic knowledge by sound blending.*
* *I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.*

**Writing*** I can form lower-case and capital letters correctly.
* I can spell words by identifying the sounds and then writing the sound with letters.
* I can write short sentences with words and known letter-sound correspondences using a capital letter and full stop.

***Early Learning Goals:**** *I can write recognisable letters, most of which are correctly formed.*
* *I can spell words by identifying sounds in them and representing the sounds with a letter or letters.*
* *I can write simple phrases and sentences that can be read by others.*
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| Maths |
| **Number*** I can subitise.
* I can automatically recall number bonds for numbers 0-10.

***Early Learning Goals:**** *I have a deep understanding of number to 10, including the composition of each number.*
* *I can subitise (recognise quantities without counting) up to 5.*
* *I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*

**Numerical Patterns*** I can count objects, actions and sounds.
* I can link the number symbol (numeral) with its cardinal number value.
* I can count beyond ten.
* I can compare numbers.
* I can understand the ‘one more than/ one less than’ relationship between consecutive numbers.
* I can explore the composition of numbers to 10.
* I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.
* I can compose and decompose shapes so that I can recognise that a shape can have other shapes within it, just as numbers can.
* I can continue, copy and create repeating patterns.
* I can compare length, weight and capacity.

***Early Learning Goals:**** *I can verbally count beyond 20, recognising the pattern of the counting system.*
* *I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.*
* *I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.*
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| **Biology** |
| **The Natural World*** I can explore the natural world around me.
* I can describe what I see, hear and feel whilst outside.
* I can recognise some environments that are different to the one in which I live.
* I can understand the effect of changing seasons on the natural world around me.

***Early Learning Goals:**** *I can explore the natural world around me, making observations and drawing pictures of animals and plants.*
* *I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.*

*I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.* |

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| Geography |
| **People, Culture and Communities*** I can draw information from a simple map.
* I can recognise some similarities and differences between life in this country and life in other countries.

***Early Learning Goals:**** *I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
* *I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.*

**The Natural World*** I can explore the natural world around me.
* I can describe what I see, hear and feel whilst outside.
* I can recognise some environments that are different to the one in which I live.
* I can understand the effect of changing seasons on the natural world

***Early Learning Goals:**** *I can explore the natural world around me, making observations and drawing pictures of animals and plants.*
* *I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.*
* *I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.*
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| History |
| **Past and Present*** I can talk about members of my immediate family and community.
* I can name and describe people who are familiar to me.
* I can comment on images of familiar situations in the past.

***Early Learning Goals:**** *I can talk about the lives of people around me and their roles in society.*
* *I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.*
* *I can understand the past through settings, characters and events encountered in books read in class and storytelling.*

**People, Culture and Communities*** I can draw information from a simple map.
* I understand that some places are special to members of my community.
* I can recognise that people have different beliefs and celebrate special times in different ways.
* I can recognise some similarities and differences between life in this country and life in other countries.

***Early Learning Goals:**** *I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
* *I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*
* *I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.*
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| Art |
| **Fine Motor Skills*** I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
* I can develop the foundations of a handwriting style which is fast, accurate and efficient.

***Early Learning Goal:**** *I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*
* *I can use a range of small tools, including scissors, paintbrushes and cutlery.*
* *I can begin to show accuracy and care when drawing.*

**Creating with Materials*** I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
* I can return to and build on my previous learning, refining ideas and developing my ability to represent them.
* I can create collaboratively sharing ideas, resources and skills.

***Early Learning Goals:**** *I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
* *I can share my creations, explaining the process I have used.*
* *I can make use of props and materials when role playing characters in narratives and stories.*
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| Music |
| **Being Imaginative and Expressive** * I can listen attentively, move to and talk about music, expressing my feelings and responses.
* I can watch and talk about dance and performance art, expressing my feelings and responses.
* I can sing in a group or on my own, increasingly matching the pitch and following the melody.
* I can develop storylines in my pretend play.
* I can explore and engage in music making and dance, performing solo or in groups.

***Early Learning Goals:**** *I can invent, adapt and recount narratives and stories with peers and my teacher.*
* *I can sing a range of well-known nursery rhymes and songs.*
* *I can perform songs, rhymes, poems and stories with* others *and (when appropriate) try to move in time with music.*
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| DT |
| **Creating with Materials*** I can explore, use and refine a variety of artistic effects to express their ideas and feelings.
* I can return to and build on my previous learning, refining ideas and developing my ability to represent them.
* I can create collaboratively sharing ideas, resources and skills.

***Early Learning Goals:**** *I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
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| RE |
| **People, Culture and Communities*** I understand that some places are special to members of my community.
* I can recognise that people have different beliefs and celebrate special times in different ways.

***Early Learning Goals**** *I know some similarities and difference between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.*
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| PSED |
| **Building Relationships*** I can see myself as a valuable individual.
* I can build constructive and respectful relationships.

***Early Learning Goal:**** *I can work and play cooperatively and take turns with others.*
* *I can form positive attachments to adults and friendships with peers.*
* *I can show sensitivity to my own and to others needs.*

**Managing Self*** I can manage my own needs.

***Early Learning Goal:**** *I can be confident to try new actives and show independence, resilience and perseverance in the face of challenge.*
* *I can explain the reasons for rules, know right from wrong and try to behave accordingly.*
* *I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*

**Self-Regulation** * I can express my feelings and consider the feelings of others.
* I can show resilience and perseverance in the face of challenge.
* I can identify and moderate my feelings socially and emotionally.
* I can think about the perspectives of others.

***Early Learning Goal:**** *I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.*
* *I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.*
* *I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*

**Gross Motor Skills*** I can know and talk about the different factors that support my overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.
* I can further develop the skills I need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.

**Past and Present*** I can talk about members of my immediate family and community.
* I can name and describe people who are familiar to me.
* I can comment on images of familiar situations in the past.

***Early Learning Goals:**** *I can talk about the lives of people around me and their roles in society.*
* *I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.*
* *I can understand the past through settings, characters and events encountered in books read in class and storytelling.*
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| PE |
| **Gross Motor Skills*** I can revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
* I can progress towards a more fluent style of moving, with developing control and grace.
* I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
* I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
* I can combine different movements with ease and fluency.
* I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
* I can further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming.
* I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

***Early Learning Goal:**** *I can negotiate space and obstacles safely, with consideration for myself and others.*
* *I can demonstrate strength, balance and coordination when playing.*
* *I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.*
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