

- The 'I can' statements are a precursor to the National Curriculum and enable staff from reception to year 6 to have common language when talking about and tracking children's progress towards the end of year requirements. To do this the book presents a series of 'I can' statements in line with the aforementioned document
- To enable teachers in nursery and reception to identify and record information against the characteristics of effective learning, which have been written in the 'I can' style.
- The following pages move through a number of 'I can' statements in each aspect of learning from Personal, Social, Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics, Understanding the World, Expressive Arts and Design.
- The statements are based on the 2020 version of the Early Years Foundation Stage but are supplemented with further information based on children's learning and development. You will also notice the aspects of learning are still used to support observation, assessment and planning. There is also a section on shape, space and measure as this is still represented in the educational programmes even though it is not a goal.
- Statements from the new document are written in italics in the 'I can' sections of the book.
- The statements are not a check list.
- They can be used as an indicator of where children are in their learning and what they need to learn next at this stage.
- The statements will enable you to assess the rate of learning and development and to plan next steps.
- This is not a check list that must be followed and completed. It is a guide to support observations and planning.
- Children do not learn in a straight line. Children will accelerate through some aspects of learning and will need support through others.

Using 'I can' to measure progress

- **The 'I can' approach should allow you to track and plan for progress as you would in years 1 to 6, using the end of year statements or goals as the 'end of year expectation' and the developmental 'I can' statements as an indicator of a child's rate of learning towards the end point.**
- **Schools must decide what their expectations are. For example, are you expecting each child to reach a certain point towards the end of each term or half term? Is this point the same for all children or different depending on starting points? Are you expecting children to progress through the statements at a certain pace? Would you expect a certain percentage of statements to be facilitated at the end of each term or half term**

		December End Points	March End Points	ELG
Communication and Language	Listening, Attention & Understanding	<ul style="list-style-type: none"> • I can turn to listen to my friends or my teacher. • I can listen to and then follow an instruction. • I can remember and join in with rhymes and stories I like. • I can find the right tool for a job. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly) • I can ask and respond to 'why' questions. • I can follow a story with props and pictures. • I can show interest in the lives of other people or events. • I can see some similarities and differences between people. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items. <p>Peace at Last (Pathways)</p> <ul style="list-style-type: none"> • I can engage in storytimes • Understand how to listen carefully and why listening is important • Listen carefully to rhymes paying attention to how they sound 	<ul style="list-style-type: none"> • I can listen to a whole story and comment on what is happening. • I can ask questions about my favourite books. • I can choose a book or game that might be different from my friends and tell you why. • I can play and listen to my friends at the same time. • <i>Understand how to listen carefully and why listening is important.</i> • <i>Engage in story times.</i> • <i>Listen to and talk about stories to build familiarity and understanding.</i> • <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> • <i>Learn rhymes, poems and songs.</i> • <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> • I can respond quickly to a series of instructions. • I can laugh at funny rhymes and jokes. • I can remember key points from a story told without props or pictures. • I can have a conversation and I can respond to other children's opinions. • I can talk about family routines and special occasions. • I can understand and complete a simple program on a computer. • Engage in non-fiction books. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</i> • <i>Make comments about what they have heard and ask questions to clarify their understanding;</i> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>

		December End Points	March End Points	ELG
Communication and Language	Speaking	<ul style="list-style-type: none"> I can start to link simple sentences. I can explain in simple sentences, including ordering, stating what happened and what might happen. I can use tense, intonation and rhythm to enhance meaning. I can use vocabulary to express imaginary events in play. I can engage in imaginary role play sometimes building stories around toys and objects. 	<ul style="list-style-type: none"> I can explore new vocabulary, sounds and intonation. I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults. I can play alongside other children engaged in the same type of imaginary play. I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 	<p><u>Structures: Boats</u></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <p><i>ELG: Speaking Children at the expected level of development will:</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i></p> <p><u>DT Cooking and Nutrition (Kapow)</u></p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day.



				<p><i>ELG: Speaking Children at the expected level of development will:</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>ELG: Speaking Children at the expected level of development will:</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>
--	--	--	--	---

		December End Points	March End Points	ELG
Physical Development	Gross Motor Skills	<p><u>Speed Agility 1 (lesson 1, 2, 3, 4)</u></p> <ul style="list-style-type: none"> I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 	<p><u>Body Management 1 (Spring 1)</u></p> <ul style="list-style-type: none"> I can travel with confidence and skill around, under, over and through balancing and climbing equipment. Develop the 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. Develop overall body-strength, balance, co-ordination and agility Combine different movements with ease and fluency. <p><u>Speed Agility 2 (Spring 2)</u></p> <ul style="list-style-type: none"> I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Revise and refine the fundamental movement skills they have already acquired Rolling ,crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. <p><u>Writing</u></p> <ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p><u>Outdoor Provision</u></p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p><u>Dance (lessons 1 – 6)</u> ELG: Gross Motor Skills</p> <p>Move energetically, such as running, jumping, dancing, hoping, skipping and climbing.3</p> <p><u>Cooperate and Solve Problems Unit 2 (lessons 1 – 6)</u></p> <p>ELG: Gross Motor Skills</p> <p>Children at the expected level will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hoping, skipping and climbing.3</p>
		<p><u>Gymnastics 1 (Lesson 1, 2, 4)</u></p> <ul style="list-style-type: none"> I can stand momentarily on one foot when shown. <p><u>Manipulation & Coordination 1 (L 1-6 weeks)</u></p> <ul style="list-style-type: none"> I can catch a large ball. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. <p><u>Dance (Lesson 2 and 5)</u></p> <ul style="list-style-type: none"> I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 		







		<p><u>Marvellous Marks (Kapow)</u></p> <ul style="list-style-type: none">• <i>Develop the overall body strength, co-ordination, balance and agility</i>	<ul style="list-style-type: none">• <i>Further develop and refine a range of ball</i>	
--	--	--	---	--



		December End Points	March End Points	ELG
PD	Fine Motor Skills	<ul style="list-style-type: none"> I can use a pincer grasp. <p>Marvellous Marks (Kapow)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p>Painting and mixed Media (Kapow)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>ELG</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p>DT Junk Modelling(Kapow)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Handwriting</p> <ul style="list-style-type: none"> I can use the tripod grip Develop the foundations of a handwriting style which is fast, accurate and efficient. I can show a preference for a dominant hand. <p>ELG: Fine Motor Skills</p> <p>Children at the expected level will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Sculpture and 3D Creation Station (Kapow)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. I can show a preference for a dominant hand. <p>ELG: Fine Motor Skills</p> <p>Children at the expected level will:</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p>Textiles: Bookmarks (Kapow)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they 	<p>Let's Get Crafty (L5 and L6)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>ELG: Fine Motor Skills</p> <p>Children at the expected level will:</p> <p>Begin to show accuracy and care when drawing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Handwriting</p> <p>ELG: Fine Motor Skills</p> <p>Children at the expected level will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Cooking and Nutrition (Kapow)</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools

	<p>ELG: Fine Motor Skills</p> <p><i>Children at the expected level will:</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery</i></p>	<p><i>can use a range of tools competently, safely and confidently.</i></p> <p>ELG: Fine Motor Skills</p> <p><i>Children at the expected level will:</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery</i></p>	<p><i>competently, safely and confidently.</i></p> <p><i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p>ELG: Fine Motor Skills</p> <p><i>Children at the expected level will:</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery</i></p>
--	---	---	--

16-26 months	22-36 months	30-50 months	40-60 months
			
<p>Fisted Grasp and Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	<p>Palmer Grasp and Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	<p>Five finger Grasp and Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	<p>Tripod Grasp (Three finger) Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>



		December End Points	March End Points	ELG
PSED	Self-Regulation	<ul style="list-style-type: none"> I am aware of my own feelings, and know that some actions and words can hurt others' feelings. I can accept the needs of others and I can take turns and share resources, sometimes with support from others. I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. 	<ul style="list-style-type: none"> I can usually adapt my behaviour to different events, social situations and changes in routine. I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. I am aware of the boundaries set and of behavioural expectations in the class. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. 	<p><i>ELG: Self Regulation</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</i></p> <p><i>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.</i></p>



		December End Points	March End Points	ELG
PSED	Managing Self	<ul style="list-style-type: none"> I can select and use activities and resources with help. I enjoy the responsibility of carrying out small tasks. I am confident to talk to other children when playing, and will communicate freely about my home and community. I am outgoing towards unfamiliar people and more confident in new social situations. I can show confidence in asking adults for help. 	<ul style="list-style-type: none"> I welcome and value praise for what I have done. I willingly participate in a wide range of activities. I can show enthusiasm and excitement when anticipating and engaging in certain activities I am confident to speak to others about own needs, wants, interests and opinions. I am confident in speaking in front of a small group. I can describe myself in positive terms and talk about my abilities. <i>See themselves as a valuable individual.</i> <i>Show resilience and perseverance in the face of challenge.</i> <i>Manage their own needs.</i> 	<p><u>DT Cooking and Nutrition (Kapow)</u></p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: healthy eating. <p><i>ELG: Managing Self</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>ELG: Managing Self</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly;</i></p>

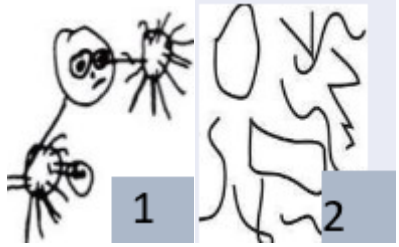
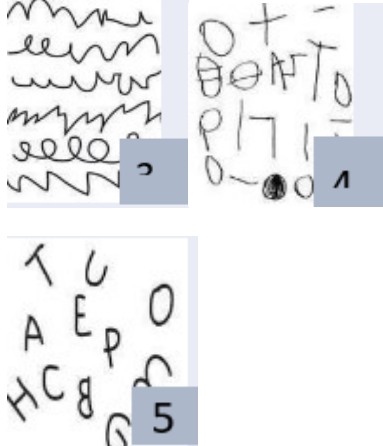
				<p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p>
--	--	--	--	--

		December End Points	March End Points	ELG
PSED	Building Relationships	<ul style="list-style-type: none"> • I can initiate play, offering cues to my friends to join me. • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	<ul style="list-style-type: none"> • I start conversations, attend to and take account of what others say. • I can explain my own knowledge and understanding, and ask appropriate questions of others • I can take steps to resolve conflicts with other children, e.g. finding a compromise. • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • <i>Build constructive and respectful relationships.</i> • <i>Think about the perspectives of others.</i> 	<p><i>ELG: Building Relationships</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Work and play cooperatively and take turns with others;</i></p> <p><i>Form positive attachments to adults and friendships with peers;</i></p> <p><i>Show sensitivity to their own and to others' needs.</i></p>

		December End Points	March End Points	ELG
Literacy	Word reading	<ul style="list-style-type: none"> I can join in with rhymes and stories I can join in with the rhythm of well-known rhymes and songs. I can recognise my own name. I can identify sounds in words, in particular, initial sounds. I can segment and blend simple words demonstrating my knowledge of sounds (with support). I can link sounds to letters in the alphabet. 	<ul style="list-style-type: none"> I can read simple words and simple sentences. I can identify rhymes. I can find my own rhymes. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. I can segment and blend simple words demonstrating my knowledge of sounds (independently) 	<p><i>ELG: Comprehension</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Anticipate – where appropriate – key events in stories;</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p>
	Comprehension	<ul style="list-style-type: none"> I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends. 	<ul style="list-style-type: none"> I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can read simple words and simple sentences. I can talk about my favourite book. I can use vocabulary and events from stories in my play. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p><i>ELG: Word Reading</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Say a sound for each letters in the alphabet and at least 10 digraphs;</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending;</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>



		December End Points	March End Points	ELG
Literacy	Writing	<p>Handwriting</p> <ul style="list-style-type: none"> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures. <p>Composition</p> <ul style="list-style-type: none"> I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create representations of people, events and objects. <p>Spelling</p> <ul style="list-style-type: none"> I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> I can recognise a capital letter at the start of my name 	<p>Handwriting</p> <ul style="list-style-type: none"> I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and capital letters correctly. <p>Composition</p> <ul style="list-style-type: none"> I can use some identifiable letters to communicate meaning and uses them to write captions and labels. I can read back my writing. I can begin to rehearse what I write orally before writing. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>Spelling</p> <ul style="list-style-type: none"> I can start to write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds. Spell words by identifying the sounds and then writing the sound with letter/s. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> I can talk about sentences and start to write short sentences. I can start to use full stops and capital letters in the correct places. 	<p><i>ELG: Writing</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>

The Stages of Writing Development For Reference			
16- 26 Months	22-36 Months	30-50 Months	40- 60 Months
			
<ul style="list-style-type: none"> This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay. 	<ul style="list-style-type: none"> As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page— open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger. We now see random letters and letter strings. 	<ul style="list-style-type: none"> Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen. We now see letter strings, letter groups and print from the environment. 	<ul style="list-style-type: none"> We now see children beginning to experiment with sound and the initial sounds of words represented. Then more consonant sounds are represented. We then see inventive spelling including vowels. Finally we have transitional writing with better attempts and spelling and some use of punctuation.



		December End Points	March End Points	ELG
Mathematics	Number and Numerical Patterns	<p>Number and Place Value</p> <ul style="list-style-type: none"> I can count up to three or four objects by saying one number name for each item. I can count objects to 10 and begin to count beyond 10. I can count out up to six objects from a larger group. I can select the correct numeral to represent 1 to 5, then 1 to 10 objects. <p>Calculation</p> <ul style="list-style-type: none"> I can recognise some numerals of personal significance. 	<ul style="list-style-type: none"> Number and Place Value I can select the correct numeral to represent 1-20 objects I can begin to use 'teens' to count beyond 10. I can count an irregular arrangement of up to ten objects. I can find one more or one less from a group of up to five objects, then 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 fully understand 5, 6, 7 etc and all manipulations of the number. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns. <p>Calculation</p> <ul style="list-style-type: none"> I can find the total number of items in two groups by counting all of them and starting to use 'counting on'. I can begin to use the vocabulary involved in adding and subtracting including counting on and back. I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. <p>Fractions</p> <ul style="list-style-type: none"> I can show some understanding of doubling and halving in familiar contexts. 	<p>ELG: Number</p> <p>Children at the expected level will:</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; a letter or letters;</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>Children at the expected level will:</p> <p>Verbally count beyond 20, recognising the patterns of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

		December End Points	March End Points	ELG
Mathematics	Shape, Space and Measure (N.B. not	<p>Measurement</p> <ul style="list-style-type: none"> I can talk about the routine of the day and use language like before, after. I can use comparative language like taller, shorter, the same. <p>Geometry - Properties of Shape</p> <ul style="list-style-type: none"> I can start to identify shapes in the environment. I can start to find appropriate shapes for certain tasks. <p>Geometry – Position and Direction</p> <ul style="list-style-type: none"> I can start to make more meaningful pictures, patterns and arrangements with shapes. 	<p>Measurement</p> <ul style="list-style-type: none"> I can experiment with length, height, capacity and use my findings to order and group items. I can identify money and I can start to use money in my play. I can recall routines and start to relate them to the time on the clock. Compare length, weight and capacity. <p>Geometry - Properties of Shape</p> <ul style="list-style-type: none"> I can ask questions about their observations of differences and similarities. I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. I can order and sort according to simple properties. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>Geometry – Position and Direction</p> <ul style="list-style-type: none"> I can notice similarities, differences, patterns and changes. I can use the language of direction when programming toys Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	



		December End Points	March End Points	ELG
UW	Past and Present	<p><u>Peek into the Past (KAPOW)</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • I can remembers and talk about significant events in my own experience. <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p><u>RE: Being So special: where do we Belong?</u></p> <ul style="list-style-type: none"> • I can recognises and describe special times or events for family or friends • <p><u>RE: Why is Christmas special for Christians?</u></p> <ul style="list-style-type: none"> • I can recognises and describe special times or events for family or friends 	<p><u>Adventures Through Time (KAPOW)</u></p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. • I can recognises and describe special times or events for family or friends <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>RE: Unit Why is Easter Special for Christians?</u></p> <ul style="list-style-type: none"> • I can recognises and describe special times or events for family or friends 	<p><u>RE Unit F5: Which places are special and why</u></p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. <p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>

		December End Points	March End Points	Summer End Points
UW	People, Culture & Communities	<p><u>Show an interest in the lives of people who are familiar to me.(School unit)</u></p> <ul style="list-style-type: none"> I can show interest in the lives of people who are familiar to me. I can start to show an interest in different occupations and ways of life. <p><u>Peek into the Past Kapow</u></p> <ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live <p><u>RE: Why is Christmas special for Christians?</u></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p><u>Exploring Maps (Kapow)</u></p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some environments that are different from the one in which they live Understand that some places are special to members of their community. <p><u>Adventures Through Time (KAPOW)</u></p> <ul style="list-style-type: none"> Name and describe people who are familiar to them <p><u>RE: Unit Why is Easter Special for Christians?</u></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community. 	<p><u>Around The World (KAPOW)</u></p> <ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. <p><u>RE Unit What places are special and why?</u></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community. <p>ELG: People, Culture & Communities</p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>



				<p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>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.</p>
--	--	--	--	--



		December End Points	March End Points	ELG
UW	The Natural World	<p><u>Outdoor Adventures (KAPOW) Autumn 1 (L2 and L3)</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • I can ask questions about aspects of my familiar world such as the place where I live or the natural world <p><u>Outdoor Adventures (KAPOW) Autumn 2 (L5 and L6)</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • I can ask questions about aspects of my familiar world such as the place where I live or the natural world • I can start to develop an understanding of growth, decay and changes over time. (outdoor provision) • I can talk about why things happen and how things work. 	<p><u>Exploring Maps (Kapow)</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live. • I can show care and concern for living things and the environment • <p><u>Outdoor Adventures (KAPOW) – Spring 1 L2, L3, L5, L6, Spr 2 L1</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them. • I can start to develop an understanding of growth, decay and changes over time. (outdoor provision) • I can talk about why things happen and how things work. • 	<p><u>Outdoor Adventures (KAPOW) – Summer 1 (L2, L5, L6)</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Structures: Boats (Kapow)</u></p>



				<ul style="list-style-type: none">• Explore the natural world around them. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><u>DT Cooking and Nutrition (Kapow)</u></p> <ul style="list-style-type: none">• Explore the natural world around them. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>
--	--	--	--	---

		December End Points	March End Points	ELG
EA	Creating with Materials	<ul style="list-style-type: none"> I can enjoy joining in with dancing and ring games. I can explore colour and how colours can be changed. <p>My Stories (Charanga)</p> <ul style="list-style-type: none"> I can sing a few familiar songs I can begin to move rhythmically. I can imitate movement in response to music. I can tap out simple repeated rhythms I can explore and learn how sounds can be changed <p>Structures Junk Modelling (KAPOW)</p> <ul style="list-style-type: none"> I can use various construction materials. Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them I can join construction pieces together to build and balance. I can show interest in and describe the texture of things. <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the 	<p>Construction and Maths Areas</p> <ul style="list-style-type: none"> I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. I can join construction pieces together to build and balance. <p>Our World (Charanga)</p> <ul style="list-style-type: none"> Play pitch-matching games, humming or singing short I can explore and learn how sounds can be changed Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Sculpture and 3D Creation Station (KAPOW)</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. I can show interest in and describe the texture of things. <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; <p>Textiles: Bookmarks (KAPOW)</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 	<p>Big Bear Funk (Charanga)</p> <ul style="list-style-type: none"> Play pitch-matching games, humming or singing short I can explore and learn how sounds can be changed Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Craft and Design Let's Get Crafty (KAPOW) Lessons 4 - 6</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings <p>ELG: Creating With Materials</p> <p>Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Cooking and Nutrition (KAPOW)</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and



		<p>process they have used;</p> <p><u>Drawing Marvellous Marks (KAPOW)</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects <p><u>ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p><u>Painting and mixed Media (KAPOW)</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Listen attentively, move to and talk about music, expressing their feelings and responses. • Create collaboratively sharing ideas, resources and skills. <p><u>ELG</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used; • 	<p>feelings</p> <p><u>ELG</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p><u>Structures Boats (KAPOW)</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings <p><u>ELG</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; <p><u>Cooking and Nutrition (KAPOW)</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings <p><u>ELG</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; <p>ELG: Creating With Materials</p> <p>Children at the expected level of development will:</p>
--	--	---	--	---

				<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Make use of props and materials when role playing characteristics in narratives and stories.</p>
--	--	--	--	--



		December End Points	March End Points	ELG
EA	Being Imaginative and Expressive	<p><u>Role Play/Stage/Small World Area</u></p> <ul style="list-style-type: none"> I can sing to myself and makes up simple songs. I can engage in imaginative role-play based on own first-hand experiences. 	<p><u>Small world/construction/role play/water area</u></p> <ul style="list-style-type: none"> I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. I can use available resources to create props to support role-play. Develop storylines in their pretend play. I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. I can develop preferences for forms of expression <p><u>Our World (Charanga)</u></p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups I can create movement in response to music. 	<p><u>Dance Unit 2</u></p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. I can use movement to express feelings <p><u>Big Bear Funk (Charanga)</u> ELG Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>

