

Personal and Social Development

Self-Regulation

I can talk about my feelings

I can understand the feelings of others

I can follow basic instructions and the "rules" of the setting.

Managing Self

I am starting to handle new experiences with more confidence.

Building Relationships.

I can play with others cooperatively

I can use appropriate ways of being assertive when needed.

Physical Development

Healthy Living and Hygiene

I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day

I can make healthy choices.

Gross Motor Skills

I can balance (balance bikes, scooters, climbing)

I can skip, hop and stand on one leg

I can remember patterns of movement related to music/rhythm.

Fine Motor Skills

I can use one handed tools confidently

I can use a comfortable grip with good control when using pencils.

Mathematical Development

Numbers to 5

I can count, order, recognise and use numbers to 5

I can link numerals and amounts up to 5

I can solve real world mathematical problems with numbers up to 5



Nursery Summer 2: Topic: Magnificent Minibeasts Helping Hands



Communication and Language

Listening

I can listen carefully to songs, stories and rhymes and respond by joining in.

I can understand and respond to instructions with:

*2 key words- *Put on your sun hat.*

*3 key words- *Can you water the flowers?*

I can understand and respond to 'why' questions.

I can start a conversation and take it in turns to speak.

Speaking

I can explain, describe, recount and retell

I can join in with conversation (linked to listening)

I can use a sentence of 4-6 words e.g., *Bees fly from flower to flower.*

Super worm was strong and long. Worms make tunnels through the soil.

I can use connectives to link words in sentences e.g. *I like bees and butterflies. I like bees because they make honey.*

Literacy

Writing

Letter Formation

I can write some letters with good formation e.g. the letters from my name

Spelling

I can orally segment single sound CVC words e.g. c-a-t

I can say the initial sounds in most words.

I can begin to match phonemes to their corresponding grapheme.

Composition

I apply print knowledge to my emergent writing

I can write my own name.

Reading

Comprehension (recall and retell)

I can talk about stories I have heard

I can retell some familiar stories.

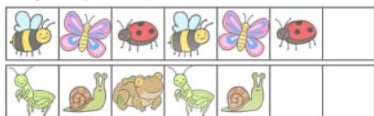
Word Reading Phase 1 Phonics.

I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables.

I can begin to read individual letters by saying the sounds for them

I can begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Can you complete the patterns?



Numerical Patterns

I can talk about patterns and spot errors

I can continue and create patterns.

Number

I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)

Count objects, actions and sounds.

Explore the composition of numbers to 5.

Sequence and Time

I can sequence a pattern of events using time language e.g. first, next, then.

Positional Language

I can describe a simple route using position words.

Comparing

I can compare quantities using the vocabulary of greater, less, more, fewer and the same.

Shape and Space

I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)



RE - Encounter and Dialogue

- To know that St Peter and St Paul were friends of Jesus and understand why they are important.
- To begin to understand what it means to be a friend of Jesus.
- To listen to and talk about how others show their friendship with Jesus in their daily lives.
- To observe and respond to different images of Jesus from around the world, recognising that people see and represent Jesus in different ways.
- To meet and listen to a member of the local community and understand why their faith is important to them.
- To develop curiosity and respect for different ways people live out their faith.
- To explore faith through the senses (music, food, smells, clothing) and talk about what they experience.
- To recognise that belonging to a faith community can be important and meaningful for people.

Expressive Arts and Design

Creating with Materials.

I can use a range of art materials, joining and colour mixing purposefully and freely.

Music

I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.

Being Imaginative and Expressive.

I can start to develop my own stories linked to what I know through role and small world play.



Comprehension (Vocabulary)

I can join in with familiar rhymes and songs (and some patterned stories)

I can use some story language or new vocabulary in my play.



The World

Past and Present

I can talk about some of my own and my family's history (grandparents, parents, etc.)

People and Cultures

I can talk about the differences I have seen in people, countries and communities.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations

The Natural World.

I can talk about the key features of life cycles using key vocabulary

I can talk about the world around us observing animals and plants.

