

Communication, Language and Literacy - *Things I might already know.*

I can use gesture and simple sentences to express myself.

I understand 'who' 'what' and 'where' questions. (e.g. 'Who's that?' 'where is..')

I show an interest in sounds, songs and rhymes.

I can use language as a way of expressing and sharing my feelings, experiences and thoughts.

I am beginning to use word endings such as 'going' and 'cats'.

I am developing an understanding of simple concepts such as big/little, up/down.

I can listen to others one to one or in a small group.

I can distinguish between different marks I make.

# A Place in Time

Understanding and accepting that everything exists in time and place, and acknowledging that there are differences between people, places and objects and that things can change over time.

## Tricky Words

### Phase 2

I no to the into go (Autumn)

### Phase 3

he she we me be you are her was all they my (Spring)

### Phase 4

said have like so do some come little one were out what when there (Summer)

Communication, Language and Literacy- *What I will be learning (ARE)*

Books – Handa's Surprise, Handa's Hen, Dear Zoo , Elmer, Animal Boogie, Rumble in the Jungle, Giraffes Can't Dance

I can use language to imagine and recreate roles and experiences in play situations.

I can introduce a storyline into my play.

I can continue a rhyming string.

I can use vocabulary to group and name.

I explore the meaning and sounds of new words.

I can write labels and captions.

I can listen and concentrate quietly during an appropriate activity.

Exceeding – I can recount experiences and imagine possibilities, often connecting ideas.

## Reading - *Things I already know*

I enjoy rhyming and rhythmic activities.

I have some favourite stories, rhymes, songs and poems.

I can repeat words and phrases from familiar songs and stories.

I show an interest in illustrations and print in books.

## Reading:

My love to read book is \_\_\_\_\_

ARE:

Phonics – Phase 2 (Autumn) Phase3 (Spring) Phase 4 (Summer)

I enjoy an increasing range of books.

I can listen to stories accurately anticipating key events and responding with relevant, comments, questions or actions.

I can demonstrate understanding when talking with others about what I have read.

Exceeding - I can listen attentively with sustained concentration and follow a story without pictures or props. Phonics - Phase 5

# A Place in Time

Maths - *What I might already know.*

I notice simple shapes in pictures.

I can fit shapes into the correct holes.

I show an interest in shape when constructing models.

I talk about the shapes of everyday objects, e.g. a round ball or a tall tree.

I can use some language for size e.g big/small.

I enjoy filling and emptying containers.

I understand about some time-based events such as mealtimes or home time.

I can describe time using phrases like 'soon' "before" and "later".

Maths - *Things I will learn.*

I can use mathematical language for 2D and 3D shapes.

I can select a particular named shape.

I can describe position such as 'behind', 'next to'.

I can order items by capacity, length, height or weight.

I can recognise, create and describe patterns.

I can use every day language related to time.

I can measure short periods of time in simple ways.

I can use everyday language related to money.

Exceeding - I can estimate, measure, weigh, compare and order objects and talk about properties, position and time.

## Personal, Social and Emotional Development

### What I might know:

I can play in a group extending and elaborating play ideas.

I can show friendly behaviour.

I can express my feelings such as 'happy' 'sad' 'cross' 'scared' 'worried'.

I can express my own preferences and interests.

I am beginning to be aware that some actions and words can hurt others.

### Things I will learn:

I can take account of other children's ideas when playing.

I can show sensitivity to other children's needs and feelings.

I can talk about my feelings.

I can talk about my own and other children's behaviour.

I know some behaviour is unacceptable.

## Physical Development

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### What I might know:

I can hold writing tools using a tri-pod grip.

I begin to show a preference for a dominant hand.

I can climb confidently on nursery play equipment.

I can climb stairs, steps or climbing equipment using alternate feet.

### Things I will learn:

I can form recognisable letters.

I can show increasing skill over an object in pushing, patting, throwing, catching or kicking it.

I can travel over, under, around and through balancing and climbing equipment.

I can jump off an object and land appropriately.

# A Place in Time

## Understanding the World

### What I might know:

I imitate every day actions and events from my family and culture.

I know that there are things the same and things that are different about others and myself.

I notice things about the environments I know and see.

I can turn on and off some toys and technology.

### Things I will learn:

I show interest in different ways of life and culture.

I know some things about myself are unique and I can talk about them.

I know about similarities and differences in relation to places, objects, materials and living things.

I show an interest in and can operate technological toys and also cameras, computers, mobile phones and ipads.

## Expressive Arts and Design

### What I might know:

I join in with favourite songs.

I create sounds by banging, shaking, tapping and blowing.

I experiment with colour and marks.

I mix colours.

I am interested in the texture of things.

I use make-believe in play.

### Things I will learn:

I have a repertoire of songs.

I explore the different sounds of instruments.

I can use different media to create new effects.

I manipulate materials to achieve a planned effect.

I can develop and act out a narrative.