

Communication, Language & Literacy

- I can listen to stories with increasing attention and recall.
- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- I am beginning to use more complex sentences to link thoughts.
- I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- I can listen to others one-to-one or in small groups, when conversation interests me.
- I can follow directions.
- I can use intonation, rhythm and phrasing to make the meaning clear to others.
- I can use vocabulary focused on objects and people that are of particular importance to me.
- I can build up vocabulary that reflects the breadth of my experiences.
- I can show awareness of rhyme and alliteration.
- I can recognise rhythm in spoken words.
- I am beginning to be aware of the way stories are structured.
- I can describe main story settings, events and principal characters.
- I can suggest how the story might end.
- I can sometimes give meanings to marks as I draw and paint.
- I can look at books independently.
- I can handle books carefully.

Mathematics

- I can show an interest in shape and space by playing with shapes or making arrangements with objects.
- I can show interest in shapes in the environment.
- I can use shapes appropriately for tasks.
- I am beginning to talk about the shapes of everyday objects.
- I can recite numbers in order to 10.
- I know that numbers identify how many objects are in a set.
- I am beginning to represent numbers using fingers, marks on paper and pictures.
- I can sometimes match numeral and quantity correctly.
- I can compare two groups of objects, saying when they have the same number.
- I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Physical Development

- I can move freely and with pleasure and confidence in a range of ways.
- I can use one-handed tools and equipment.
- I can stand momentarily on one foot when shown.
- I can catch a large ball.
- I can hold a pencil between my thumb and two fingers, no longer using whole-hand grasp.
- I can tell adults when I'm hungry or tired or when I want to rest or play.
- I can observe the effect of my activity on my body.
- I can show increasing control over an object in pushing, patting, throwing, catching.

NURSERY SPRING TERM MY WORLD

Understanding the World

- I know some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends and family.
- I can talk about why things happen and how things work.
- I can show an interest in technological toys and knobs or pulleys, or real objects such as cameras or mobile phones.
- I can show skill in making toys work by pressing parts or lifting flaps to achieve effects.
- I can recognise and describe special times or events for my family or friends.
- I can show interest in different occupations or ways of life.
- I have a developing understanding of growth, decay and changes over time.

PSED

- I am confident to talk to other children when playing, and will communicate freely about my home and community.
- I am aware of my own feelings, and know that some actions and words can hurt others' feelings.
- I can initiate play, offering cues to peers to join me.
- I can play in a group, extending and elaborating play ideas.
- I'm outgoing with unfamiliar people and more confident in new social situations.
- I can confidently ask adults for help.
- I can usually adapt my behaviour to different situations and changes in routine.
- I can initiate conversations, attend to and take account of what others say.
- I can take steps to resolve conflicts with other children.

Expressive arts and design

- I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.
- I can explore and learn how sounds can be changed.
- I can use a movement to express feelings.
- I can use available resources to create props to support role-play.
- I can capture experiences and responses with a range of media.
- I can sing a few familiar songs.
- I can tap out simple repeated rhythms.
- I can join construction pieces together to build and balance.
- I realise tools can be used for a purpose.
- I can make up rhythms.
- I can notice what adults do, imitate what I observe and then do it spontaneously when the adult is not there.