

Past and Present (History)

	<u>Past and Present (History)</u>			
	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	a. I can say who I am and what I like/dislike.	I can talk about myself and my immediate family	a. I can talk about some of the ways I have changed since I was a baby b. I can talk about now and next.	a. I can name members of my family and talk about them b. I can talk about different jobs.
Reception		a. I can talk about the lives of people I am familiar with. b. I can talk about my family and their roles.	a. I can talk about changes that have happened to me throughout my life. b. I can talk about the lives of people I am familiar with and start to talk about jobs in the community.	a. I can talk about changes that have happened within my family's lifetimes e.g. moving house/country and holidays etc. b. I can talk about the roles of people in society.
		I am becoming more aware of the past linked to myself how it has changed.	a. I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts b. I am becoming more aware of the past linked to my family and how it has changed.	I can give similarities and differences between the past and now.
		I can talk about what might have happened before I was born and know this is the past.	I can talk about what I can see in pictures of the past eg remembrance/The Snowman/ Jolly Postman etc	I can talk about the past using books and stories developing comments about the characters, settings and events
ELG	<p>Talk about the lives of people around them and their role 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> <p>Understand the past through settings, characters and events encountered in books and storytelling</p>			

People, Cultures and Communities (Geography & RE/Global Citizenship)

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	a. I can start to notice some of the differences between people.	I can talk about my family and the people who are important to me.	a. I can recognise that people are different. b. I am aware that people can live in different places, and that there are other places in the world.	I am beginning to know that there are different countries and put a name to some of these.
Reception		a. I am starting to explore the natural world b. I can describe the school environment using what I know from <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps 	a. I can explore and talk about the natural world, including using my senses and developing my observations of what I see. b. I can draw information from a simple map (maps of classroom, school/playground and village)	a. I can make more detailed observations of the world around me thinking about my senses- feel, hear, see, smell. b. I am beginning to draw information from a simple map of the world, and can identify countries and water, and name and talk about some of these.
		a. I can recognise that people are different and be accepting of this. b. I can talk about some special places for me and say why it is special.	a. I can talk about some special places for people in our and other communities b. I can talk about special ways I celebrate	a. I can talk about different religions and culture within my country (England) from my lived experiences, stories and resources. b. I can talk about how different people celebrate
		I can start to talk about the lives of people in other countries.	I can start to use stories and pictures to talk about differences in life in other countries related to celebrations.	I can talk about what is the same and different in life in this country and in other countries in a range of ways.
ELG	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.</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 maps</p>			

The Natural World (Geography & Science)

	<u>The Natural World (Geography & Science)</u>			
	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I enjoy exploring natural materials indoors and outdoors.	I can explore natural and man-made materials.	I can talk about natural & man-made materials using vocabulary that is starting to be linked to my senses.	I can talk about the key features of life cycles using appropriate vocabulary (covering chicks and cress/herbs), looking at changes within them.
	I can explore natural things going on around me.	I am interested in exploring how things work.	I can show care for my environment and plants.	I can talk about the world around me, observing animals, plants and changes. (hands on experiences) I can show care from my environment and animals
Reception		I can describe what I can see, hear, and feel outside using new vocabularies.	I can make observations of animals and plants and use these observations to draw pictures	I can describe animals and plants (both from photos and real-life experiences).
		I can talk about the area I live in, including the weather etc using new vocabulary.	a. I can describe my own environment and local area b. I can describe another environment e.g., desert, Artic etc. c. I can talk about the weather linked to seasonal change	I can compare the natural world around me with different contrasting environments.
		I can talk about changes in the natural world e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)	a. I can talk about forces I feel e.g. push, pull as well as the early starting of - gravity air resistance and water resistance as well as up thrust etc. via water play/cars/balls/gross motor skills/windy toys/kites etc b. I can talk about the differences in materials	a. I can talk about some of the changes in the natural world (including seasons and changing states of matter) b. I can talk about the forces I feel and the effects they have on things eg - cars only move when they are on a surface- what goes up/must come down etc
ELG	<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>			

Creating with Materials (Art & Design Technology)

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I can explore and experiment with paint and other materials.	I can explore colours and what happens if I mix them.	I am beginning to mix colours to achieve a planned effect with support.	a. I can use colours for a purpose. b. I can start to join materials together
	I can make simple models and say what it is that I have made.	I can choose materials to begin to create my own ideas.	I can use different art materials and am starting to refine ways of creating art.	a. I can use a range of art materials to achieve a planned effect. b. I can start to develop my own stories linked to what I know through role & small world play
		I can create closed shapes with continuous lines and begin to represent these as objects.	I can draw with increasing complexity such as representing a face with a circle and including features.	I can show different emotions in my drawings such as happy and sad.
Reception		a. I can explore art materials and colour mixing freely b. I can use various tools for artwork and design e.g. playdough tools	a. I am able to combine different techniques e.g. collage, paint, crayon, clay to create art b. I can use one-handed tools to create art safely and with increasing accuracy (playdough tools, paintbrushes etc.)	a. I can design art/a product thinking about colour, texture and function b. I can explore and create using a range of materials, techniques and tools.
		I can develop my own ideas for art and start to talk about them (with adult support)	I can tell others what my artwork is and identify key parts e.g. this is mummy, this is her hair etc.	I can talk about my artwork or designs- linked to some of the materials/ techniques I used
		a, I can select my own art and design materials to create with for a purpose. b. I am starting to recreate familiar stories (with adult support)	I can use materials and props to retell stories and create imaginary situations linked to what I know in role play.	I can use props and materials when I am role playing familiar stories

ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Share their creations explaining the processes they have used

Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive (Music and Drama)

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I can use instruments to make a sound.	a. I can explore the different sounds instruments make. b. I can listen to sounds with increasing attention.	a. I can play instruments with greater control and purpose. b. I can start talk about sounds/music I have heard and how they make me feel.	a. I can create music with instruments b. I can talk about sounds/music and how they make me feel.
	I can take part in simple pretend play.	I enjoy taking part in pretend play.	I can develop a story when using small world resources such as a farm or dolls house.	I can make an imaginative small world using a range of resources with adult support.
	I enjoy taking part in action songs.	a. I can sing a range of songs as part of a group with adult support b. I enjoy moving to music.	a. I can make up own songs when playing or change the words in a known song. b. I am beginning to remember simple sequences/patterns of movement to music.	a. I am starting to sing to the same pitch and tone of another person singing. b. I can remember a sequence of movements/patterns related to music.
Reception		a.I can experiment with sounds and instruments, looking at volume, pitch, length of sound etc. b. I am beginning to choose instruments for a purpose, (e.g. to make a sound like a firework) using what I know about sound.	a. I can choose instruments for a purpose, based on their sound. b. I can listen carefully to music and start to make movements to it.	a. I am exploring how to perform songs, rhymes, poems and stories with others. b. I can move to music, and try to keep in time for a purpose.
		a. I can recount and retell familiar stories with my friends and adults (using small world/ role play). b. I can role play imaginary scenarios linked to experiences.	a. I am beginning to adapt well known stories and narratives and use small world/ role play to share them with others b. I can use what I know and have read to help create my own stories	a. I can adapt and recount narratives and stories with my friends and supported but adults b. I can invent my own stories
		a.I know some popular songs and can sing parts of these supported by an adult (e.g. chorus, repeated refrains) b.I am continuing to learn new songs, and beginning to remember these.	a.I can sing well known songs and match the pitch and melody b.I can join in with singing and dancing	a. I can take part in a performance, to sing a song I know. b. I can sing songs, changing them to fit my play/imagination.
ELG	<p>Perform songs, rhymes, poems and stories with others and try to move in time to music</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>			

Fine Motor Skills

	0-3 Secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I am starting to use mark making tools. (I may still use palmer grasp)	a. I can hold my pencil with my fist or 4 fingers. b. I may still switch between hands when making marks	a. I can use three fingers to hold my pencil but still may lack control. b. I mostly use the same hand when using mark making tools.	a. I can use a comfortable 3 finger grip with good control when holding a pencil. b. Most of the time I have a preferred hand when making marks.
	I can use simple tools for activities such as playdough and paint.	I enjoy exploring different tools when making marks, in play dough and paint.	I can use one handed tools and equipment with support. For example snipping with scissors.	I can use one handed tools and equipment safely, but may not have mastered them yet. (thumb on top for scissors)
	I can find my coat and get it from my peg.	I can put my hood on my head and my arms in to get my coat on.	I can put on my coat and finish my zip if someone starts it for me.	I can put on my coat and fasten my zip.
Reception		a. I show a preference for a dominant hand with a comfortable pencil grip b. I know to use my thumb and first 2 fingers to use scissors safely. (thumb on top). c. I can pick up a fork and use it to eat.	a. I am beginning to hold a pencil in a tripod grip b. I am developing my use scissors to cut out shapes for specific tasks with support. c. I am developing my use cutlery at mealtimes.	a. I can hold a pencil effectively (tripod) b. I can use scissors to cut out shapes for specific tasks. c. I can use cutlery to confidently eat at mealtimes.
ELG	<p>Hold a pencil effectively in preparation for writing (nearly always tripod grip)</p> <p>Use a range of small tools e.g. scissors paint brushes, cutlery</p> <p>Begin to show accuracy and care when drawing</p>			

Gross Motor Skills (PE)

	<u>Gross Motor Skills (PE)</u>			
	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	<p>a. I am steady on my feet and can move around a space without bumping into others.</p> <p>b. I can lift my chest and use my arms to make marks whilst laid down.</p> <p>b. I can sit in an upright position to take part in group time.</p>	<p>a. I am beginning to move in different ways, e.g. jumping and running.</p> <p>b. I can sit upright for a sustained period (5 mins or more)</p> <p>b. I am beginning to balance on a plank</p> <p>c. I can carry objects safely once shown.</p>	<p>a. I can move in more than 2 ways, based on the movement I need.</p> <p>a. I can choose movements to match tasks safely when given 2 options.</p> <p>b. I can sit on a chair in the correct position. (link to writing)</p> <p>c. I can work with a friend to move a large plank with adult support.</p>	<p>a. I can develop movement (using age-appropriate bikes, scooters etc.)</p> <p>b. I can stand and balance on a plank confidently.</p> <p>c I can work with my friends to manage large items, such as moving large planks safely.</p>
Reception		<p>a. I can use lots of different ways of movement appropriately for the space I am in.</p> <p>b. I can climb over, under and through obstacles</p> <p>c. I can choose movements to match tasks such as whether to walk or run across a plank.</p> <p>d. I can begin to create my own courses by moving equipment safely.</p>	<p>a. I can move around without bumping into others (negotiating space) in a game with others.</p> <p>b. I am beginning to navigate larger obstacle courses e.g. trim trail.</p>	<p>a. I can use my knowledge of movement to achieve a goal eg. An obstacle course.</p> <p>b. I can show strength, balance, and co-ordination by completing a large obstacle course.</p> <p>c. I can move large equipment safely.</p>
ELG	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and co-ordination</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>			

Reading - Word Reading

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
<u>Grapheme- Phoneme matching</u>				
Nursery	I can talk about sounds in the environment.	I can notice some print such as the first letter of my name.	I am starting to identify the initial sound of familiar words. I am starting to identify words with the same initial sound.	I can spot words with the same initial sound. I can identify initial sounds (from sounds we have learnt)
Reception		a. I can hear and say initial sounds for words b. I can say the sound for some letters (e.g., from my name or familiar names- Mum, Dad, etc.)	a. I can match most set 1 sounds (at least 20) b. I can start to identify some digraphs	a. I can match the letter and sound for all set single sounds and digraphs b. I can match the letters and sound for at least 10 digraphs
<u>Blending and Segmenting</u>				
Nursery	I can recognise some familiar logos.	I can hold a book the correct way and turn the pages (can be multiple pages at a time)	a. I am developing my knowledge of syllables in words. b. I am starting to understand to concepts of print. c. I can hold a book the correct way and turn the pages one at a time.	a.. I can clap/count the syllables in words. b.. I understand the five concepts of print. c.I can say some of the set 1 sounds d.I am beginning to be aware of how to blend the sounds together
Reception	*clap & count syllables to continue throughout the year*	a. I am beginning to orally segment and blend words (e.g, adult says cat and child says c-a-t) b. I am beginning to orally blend words (e.g. adult says m-a-n and child says man)	a. I can segment and blend simple words matched to my phonics knowledge b. I can read most of the tricky words related to my RWI group. c. I can read captions e.g. the cat and the dog d.I can segment the sounds in CVC words for reading e. I can blend the sounds in CVC words for reading	a.I can read CVCC/CCVC words containing known digraphs b. I can read simple sentences and books matched to my phonics c. I am beginning to increase my reading stamina, reading more than one caption/sentence at a time. d. I can read tricky words from RWI green group confidently
ELG	<p>Say a sound for each letter and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>			

Reading - Comprehension

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Comprehension (Understanding & retelling)				
Nursery	I enjoy sharing books with adults.	I can listen to a simple story.	I can start to engage in play around familiar stories using props.	a. I am beginning to retell some familiar stories. b. I am beginning to talk about stories I have heard a. I can engage in play around familiar stories.
Reception		a. I can talk about stories I have heard b. I can retell some familiar stories.	a. I can retell key events from stories b. I can describe the key events in detail c. I am starting to recall facts from non-fiction	a. I can explain what I have read or has been read to me b. I can retell simple stories c. I can recall facts from a non-fiction book d. I can sequence key events from stories that are familiar.
Comprehension (Prediction)				
Nursery	I can make a comment about a book I am looking at.	I can say from the front cover who might be in the story.	I can talk about the characters in stories.	I am beginning to talk about stories I have heard.
Reception		I can talk about what has happened in the story so far I can talk about stories I have heard	I am beginning to have ideas on what could happen next	I can say what I think might logically happen next (is plausible to the story)
Comprehension (Vocabulary)				
Nursery	I enjoy listening to rhymes and songs.	I am beginning to join in with familiar rhymes and songs (and some patterned stories)	I can listen carefully to stories, rhymes and songs and start to engage in play using words from the story.	I can use new vocabulary from stories throughout my play
Reception		I can talk about stories, rhymes, non-fiction, and songs using newly introduced vocabulary.	I am beginning to have discussions around texts including newly introduced vocabulary.	I can have a discussion about stories and non-fiction texts using linked and newly introduced vocabulary.
ELG	Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play			

Writing				
	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Letter Formation				
Nursery	I can add marks to my drawings and give them meaning.	I can make marks to represent my name and am starting to copy some letters from my name.	I can copy some of the letters in my name, starting in the right place to begin to form effectively.	I can correctly form at least 5 letters
Reception		a. I can write some lower-case letters correctly (5-10) b. I can write some upper-case letters that I know (e.g. name, Mum, Dad, sibling name, etc)	a. I can write some lower-case letters correctly (10-15) b. I can write some upper-case letters correctly	a. I can write most upper- and lower-case letters correctly (at least 20)
Spelling				
Nursery	I can listen to and recognise environmental sounds.	I can verbally recognise sounds.	I can apply print knowledge to my emergent writing, E.G. I know to start at the top.	I am beginning to write matching graphemes to phonemes e.g. 'm' when writing mummy.
Reception		a. I can identify known letters to match initial sounds (set 1) and write these (using a sound mat if needed) b. I can say the initial sounds in some words and write them (with sound mat if needed) c. I am beginning to write CVC words and labels e.g, c-a-t	a. I can write CVC words and labels (set 1 & 2 sounds) b. I can spell some tricky words	a. I can write CVC words with sounds and letters I know b. I can write red words up to, and including green RWI group level.
Composition				
Nursery	I enjoy making marks.	I can start to talk about the different marks I make. ("it's Mummy")	I can copy some letters from my name.	I can write some/all of my name. I am starting to use some print knowledge. I can write some initial sounds
Reception		a.I can write some initial sounds/word endings. b.I am starting to hear and write middle sounds.	a. I can write simple labels b. I can start to write simple captions c. I can say a simple sentence for writing (oral and count words)	a. I can write captions b. I am beginning to write short sentences c. I can start to use finger spaces between my words d. I can read sentences back
ELG	<p>Write letters which are mostly well formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by themselves and others</p>			

Number

0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
<u>Numbers to 10 and Subitising</u>			
a. I can count in my play. (I may skip some numbers)	a. I can say 1 number for each item I count - up to 5 objects, objects in a line or moving them while counting. b. I can quickly identify 1 and 2 objects.	a. I can count objects to 5 and sometimes match to correct numeral. b. I am starting to subitise up to 3.	a. I can show numbers to 5 using concrete resources, counting out from a larger group. b. I can subitise to 3 c. I can say one number name for each item to 5, and beginning to explore to 10.
	a. I can count objects, claps and movements up to 10. b. I can match numeral and quantity to 5 c. I beginning to subitise to 5	a. I can count recognise, and order using numbers to 5. b. I can match numeral and quantity (within 10) c. I can subitise to 5	a. I can recognise the numerals to 10 and match to quantity consistently <u>c.</u> I can recognise quantities up to 5 without counting in various arrangements.

Calculation

I can say when there are 'lots' in play	I can make a simple comparison between two amounts.	I can make comparison between quantities and use some language with support.	a.I can make accurate comparisons between quantities using the vocabulary less, more, the same. b. I am starting to explore how numbers are made up.
	a. I know that addition is 'more' b. I know that subtractions is 'less' c. I know what a double is: 'a double is the same again' d. I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this e.I can solve some simple problems with numbers to 5	a. I can recall number bonds to 5 b. I can start to give some linked subtraction facts for number bonds to 5 c. I can start to recall some double facts e.g. 1 and 1 is 2 d. I am beginning to show how numbers to 10 are made with a variety of resources, talking about the composition of the number.	a. I can recall number bonds up to 5 and some to 10 b. I can match subtraction facts with number bonds to 5, and some to 10 c. I can recall some double facts within 10 d. I can show how numbers to 10 are made with a variety of resources, talking about the composition of the number.

ELG

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

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 Pattern

	0-3 Secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nu rse	I can join in with some number songs	I can recite numbers to 5	I can recite numbers beyond 5.	I can recite numbers beyond 5 and represent using my fingers.
R		I can count to 10 by rote	I can count to 15.	I can count to 20
<u>Comparison</u>				
Nursery	a.+ b. I can compare size using gesture (Bigger, little, small, heavy, tall).	a. I can start to use vocabulary to describe the time of day that things happen. b. I can say which is big and small.	a. I can start to talk about upcoming events and talk about what happened after the event. b. I am starting to compare two items by length, weight and capacity in play	a. I can sequence a pattern of events using time language. b. I can talk about objects comparing two items by their size, length, weight and capacity.
Reception		I am starting to compare quantities using non-standard vocabulary. b. I can find one more/ one less using resources	a. I can compare two quantities saying when one is bigger/smaller/same b. I am beginning to say a number that is one more/less without resources.	a.I can compare quantities using greater/ more than, fewer/ less than, the same/ equal b. I can say a number that is one more/ less without resources
<u>Patterns</u>				
Nurse ry	I can complete a simple insert puzzle/jigsaw.	I can spot a pattern and talk about it, e.g., stripes on a scarf. (not repeating)	I can start to continue and copy repeating patterns.	I can extend a pattern that someone has created. I can copy an a, b, a, b pattern.
Reception		a. I know what a repeating pattern is. b. I can create my own repeating patterns.	a. I can spot errors in a repeating pattern b. I can name my repeating pattern e.g. ABAB c. I can start to identify odd and even numbers linked to sharing, exploring the pattern of number within it.	a. I can show patterns in numbers to 10 b. I can talk about odd and even numbers
<u>Shape</u>				
Nursery	I can sort objects by colour, size or shape.	a. I can use shapes for building thinking about their properties (flat sides for stacking) b. I can understand positional vocabulary through words alone.	a. I am beginning to recognise and talk about different shapes. b. I am starting to use some positional language.	a. I can talk about 2D & 3D shapes (informal language - sides, straight, round, flat) b. I can use some positional language with increasing accuracy.

Reception		<p>a. I can talk about 2D shapes, using their property names (sides, vertices)</p> <p>b. I recognise that shapes can be used to make other shapes and talk about these.</p>	<p>a. I can talk about 3d shapes using their property names (faces, edges, vertices)</p> <p>b. I can recognise shapes have other shapes within them, and predict/explore what these might be.</p>	<p>a. I can confidently talk about a variety of shapes and their properties. (2D & 3D).</p> <p>b. I can compose and decompose shapes to recognise others within it, just as numbers can.</p>
ELG	<p>Verbally count beyond 20, recognising the pattern 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>			

Listening, Attention and Understanding

	0-3 Secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I can focus on an activity of my own choice.	I can listen to simple stories and talk about what is happening and join in with repeated refrains.	I am starting to listen to longer stories and join with repeated refrains.	I can listen to longer stories and can talk about what has happened.
	I am beginning to understand simple instructions. (1 part- wash your hands)	I can understand and follow simple instructions (1 part)	I am beginning to follow a 2 step instruction with support.	I am starting to understand and follow 1 & 2 part instructions.
	I am beginning to understand simple questions and respond.	I can understand and respond to who, what and where questions.	I can answer a range of questions and am starting to understand 'why' in some scenarios.	I understand and respond to why questions.
Reception		I engage in story times, talking about what has happened and answer questions.	I can use learnt actions to join in with stories, and engage in small group discussions	When reading stories with the class, I listen carefully, responding to questions and am beginning to give my own views.
		a, I can follow a two-part instruction b, I respond to others when they are speaking directly to me.	a. I can follow simple instructions (with two or more parts) reliably. b. I can respond to what I have heard by saying what I think in a small group.	a. I can listen to my teachers and peers, understanding what they say. b. I can respond in a conversation when in a group with questions and comments.
		I can show that I am listening to someone when they are talking to me, and respond to what they say.	I can ask questions about what I have heard if I don't understand.	I can make comments about what I have heard and pass on information to others.
ELG	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers</p> <p>Make comments about what they have heard and ask questions to clarify understanding</p>			

Speaking

	0-3 Secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I can pronounce words clearly (with some immature speech sounds).	I can use words for things of personal importance (linked to hobby, pet, family)	I can use some new vocabulary (story & scientific vocabulary)	I can use a wider range of vocabulary.
	I can say key words of things that are important to me.	I can talk about things that interest me.	I can talk in short sentences that people understand.	I can use a sentence of 4-6 words
	I can have a simple conversation about something which interests me. (Jumping from topic to topic & not sustained).	I can start a conversation but may still interrupt.	I can start a conversation and am beginning to take turns to talk.	I can start a conversation and continue for many turns.
	I am starting to develop my pretend play and use key words within this.	I can use talk when taking part in pretend play.	I am starting to use talk to take on a role in play with others.	I can use talk to organise myself and my play. (let's get on the bus...you sit there...I will drive)
Reception		I can share my ideas using talk as a tool, experimenting with new vocabulary.	I can connect ideas using a range of connectives and vocabulary.	I can use conjunctions (with support and modelling) to connect my ideas with a wide range of vocabulary
		a. I can use longer sentences of up to 6 words. b. I am beginning to use speech as a way of starting to express my ideas and feelings.	a. I can start to use full sentences b. I am starting to use past, present and future tenses	a. I can express ideas and feelings b. I can use full sentences using past, present and future tenses
		I can communicate clearly with someone I know, (peer or familiar adult)	I can share my ideas in small groups	I can take part in whole class and group discussions
		I can use talk to share what I think	I can explain events that have already happened in detail	I can explain why things happen/ might happen.
ELG	<p>Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme, and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tense and making use of conjunctions, with modelling and support from an adult</p>			

Self-Regulation

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
<u>Feelings and Behaviour System</u>				
Nurse	I can express emotion.	I am beginning to say how I feel,	I can express a range of emotions and am starting to talk about them.	I can talk about different emotions I am feeling. (happy, sad, angry)
Reception		I can talk about my own feelings and am beginning to recognise the feelings of others.	I can say how others are feeling based on their expressions and actions.	I can show my understanding of feelings by beginning to change my behaviour accordingly.
<u>Working for Goals</u>				
Nurse	I am beginning to show 'effortful control' such as waiting for my turn.	I can take turns with a shared resource with adult support.	I am beginning to share resources in my play independently.	I can take turns when playing games with a friend.
Reception		I can choose what I need to complete a goal (short term)	I can keep on trying when I find something difficult	a. I can say what I am good at and what I would like to improve b. I can wait for my requests and needs to be met
<u>Focused Attention</u>				
Nurse	I can take turns with some help from adults.	I can join in with some routines and boundaries.	I can follow the agreed rules in our classroom, sometimes with support.	I can follow the agreed rules in our classroom.
Reception		a. I am starting to sit and listen more consistently during adult focus time. b. I am starting to follow simple instructions.	a. I can sit and listen during adult focus time b. I can follow instructions with two or more parts,	a. I can listen to and respond to adults b. I can follow instructions accurately (several ideas/ actions)
ELG	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</p>			

Managing Self

<u>Managing Self</u>				
	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
	I can come into the setting with some support from my familiar adults.	I can explore different activities knowing that a familiar adult is close by.	I can select activities and use resources, with help when needed.	a. I can choose activities and resources using them safely and appropriately. b. I am starting to become more confident in a range of situations, and when things are new.
	I can use the toilet with some help.	I can complete some self-care tasks with support	a. I can complete self-care tasks with independence b. I try new foods during snack time.	a. I am starting to know ways to stay healthy e.g., to make healthy choices about food. b. I can toilet myself
Reception		I am starting to try new activities and am beginning to show confidence when trying new experiences and in new situations (dealing with the transition)	I can keep on trying even when I am finding something difficult	a. I 'have a go' with new activities b. I can show resilience and perseverance when things are difficult
		I am starting to be aware of rules in the school and classroom	a. I can follow the school and class rules b. I can talk about the school and class rules c. I can talk about what is right and wrong	a. I can explain and follow rules (in the classroom and around school) b. I can show I know right from wrong by my behaviour
		a. I can dress and undress for PE/ Forest School etc. b. I can make healthy choices about food, drink, activity and tooth brushing.	I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	a. I can manage my own basic hygiene and personal needs e.g. toileting and dressing b. I can explain healthy food
ELG	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>			

Building Relationships

	0-3 secure	Nursery/Reception Entering	Nursery/Reception Developing	Nursery/Reception Secure
Nursery	I show an interest in other children and start to join in.	a. I enjoy the company of other children b. I can share and take turns with support	a. I can play in a group and share resources b. I am starting to find ways to solve conflict & rivalries with support.	I can play within a group of children.
Reception		I can play with a small group of children, cooperatively.	a. I can use words to help solve conflicts with others b. I can work well with others listening and sharing ideas	a. I can work with others in a group b. I can play with others, take turns and share
		I am starting to form good relationships with the familiar adults in my class.	a. I can show friendly behaviour in the classroom and around school b. I am developing friendships with lots of different people	a. I can form good relationships with the adults in the classroom and around school b. I have lots of friends and positive friendships
		a. I can start to talk about the way I feel b. I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	a. I can express and identify my feelings b. I can identify how others feel and respond to them appropriately	a. I know what my own needs are and can share them b. I am sensitive to the needs of others
ELG	<p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others needs</p>			