

### Personal and Social and Emotional Development

- I can share or take turns with the support of an adult
- I am starting to follow classroom rules.
- I am becoming outgoing with unfamiliar people in the safe context of the setting
- I can select and use activities, with help when needed.
- I can play with others extending and elaborating play ideas.
- I can feel confident when taken out around the school environment.
- I can feel strong enough to express and explore a range of emotions through play and stories.



### Physical Development

- I can use the toilet independently.
- I can run, jump and hop
- I can climb stairs using alternate feet
- I can wave flags and streamers and use other large scale muscle movements.
- I can show a preference for a dominant hand
- I can fit myself themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.

*Encourage good eating habits and behaviours.*

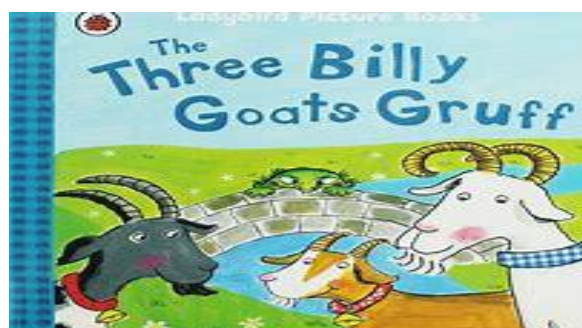
### Understanding the World

- I can talk about myself and my immediate family.
- I can talk about different celebrations and festivals.
- I can explore natural and man-made materials.
- I can talk about natural materials using vocabulary linked to all my senses. *I can talk about the smells of different spices. I can identify the smell of Ginger.*
- I can talk about the differences between materials and changes they notice. *I can talk about the changes I notice when baking Gingerbread.*



## Nursery

### Autumn Term 1: Topic 2: Fairy Tales



### Our Catholic Faith: The Way, The Truth and the Life

- I can notice plants and fruits in God's world.
- I can begin to reflect on what God made for us.
- I can notice and talk about animals in God's world.
- I can begin to reflect on the animals God made for us.
- I can begin to know that God made us.
- I am becoming aware that I am unique.
- I can begin to understand that God loves each one of us always.
- I am becoming aware that God never stops loving us



### Communication and Language

- I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes
  - I can follow simple instructions with up to two parts.
  - I can answer questions using who, what, when, where.
  - I can respond and give my attention when someone speaks to me (using my name helps)
  - I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy"
  - I can link words together in the start of a sentence.
  - I can use longer sentences of four to six words.
- I can use the speech sounds p, b, m, w. and pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j
- I can begin to enjoy listening to longer stories and repeat key phrases "Who's that trip trapping over my bridge?" "Run, run as fast as you can..."
  - Understand a question or instruction that has two parts, such as: "Put the spoon in and stir the mixture".
  - Understand 'why' questions, like: "Why do you Gingerbread man ran away?" "Why do you think the Billy Goats crossed the bridge?"

### Literacy

#### Reading

- I can tune into the sounds in words- showing understanding e.g. Phase 1 activities.
- I can start to join in with familiar stories, rhymes and songs.
- I can start to develop play around my favourite stories and props. *I can use puppets, small world and roleplay to retell familiar traditional stories.*
- I have an understanding of letters and print e.g. left to right. *I can begin to copy my name with the letters in the correct order.*
- I can handle books carefully holding them the correct way up. *I can use illustrations in familiar stories to retell what has happened.*



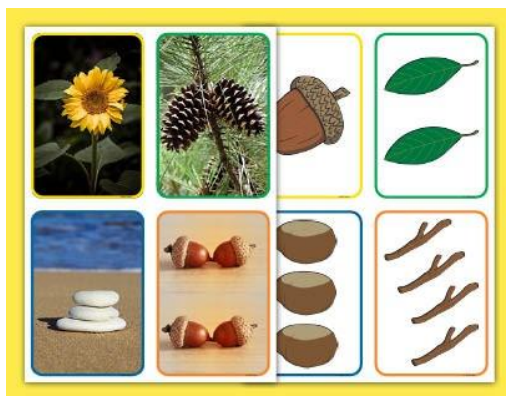
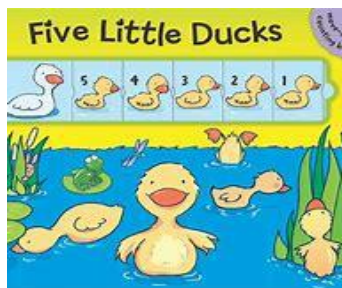
## Mathematical Development

### Number

- I can recite numbers to 5 and beyond.
- I am starting to subitise up to two.
- I can show finger numbers up to 5.

### Pattern and Shape

- I can make comparisons between objects- size, length, weight and capacity.
- I can notice patterns and create my own patterns. *I can make patterns with small and large playdoh Gingerbread.*
- I can begin to name 2 D shapes. I can talk about shapes. *I can use shapes to create characters from familiar stories.*
- I can create images with shapes. *I can use print to create simple shape patterns.*
- I can begin to describe a familiar route. *I can talk about the route the Gingerbread Man took.*



## Expressive Arts and Design

- I can use different art materials and am starting to refine my ways of creating art.
- I can remember and sing a range of familiar songs
- I can explore the different sounds musical instruments make.
- I can engage in simple pretend play, using some objects to represent others. *I can make Gingerbread in the Mud Kitchen.*
- I can make rhythmical and repetitive sounds. *I can use instruments to create rhythm and sounds from stories.*
- I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- I can explore paint, using fingers and other parts of their bodies as well as brushes and other tools.



## Writing

- I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. *I can create paths, maps and routes for The Three Billy Goats Gruff and The Gingerbread Man.*
- I can use some print knowledge for writing e.g. a pretend shopping list. *I can draw or write a list of ingredients to make Gingerbread.*
- I can copy/write the first letter of my name.
- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. *I can draw and paint characters from traditional stories.* (in EAD link to MM)