



Spread The Happiness – EYFS ‘I can statements’ NURSERY

Communication and Language		
3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Can find it difficult to pay attention to more than one thing at a time</p>	<ol style="list-style-type: none"> 1. I am beginning to enjoy a longer story 2. I am beginning to listen with understanding of the story 3. I can listen to a story for a short period of time 	<ol style="list-style-type: none"> 1. I enjoy listening to story and I can remember much of what happens 2. I can stop and listen when asked by an adult 3. I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me
<p>Use a wider range of vocabulary</p> <p>Understand a question or instruction that has two parts</p> <p>Understand ‘why’ questions</p>	<ol style="list-style-type: none"> 1. I am beginning to build my vocabulary with support 2. I am enjoying using unfamiliar words 3. I can repeat unfamiliar language from a book 4. I am beginning to understand a simple instruction said to me ‘sit down’ 5. I am beginning to ask ‘why’ 6. I am beginning to think about ‘why’ events happen 	<ol style="list-style-type: none"> 1. I have a wide vocabulary for a 3-4 year old 2. I know several unfamiliar words and can use them in context 3. I will use a ‘new’ word in my speech 4. I understand an instruction with two parts, ‘sit down and get out your dough’ 5. I will attempt to answer ‘why’ questions 6. I will ask you ‘why’ when exploring things in play
<p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p>	<ol style="list-style-type: none"> 1. I am beginning to sing songs 2. I am regularly listening to rhymes 3. I will join in with rhymes 4. I have a favourite rhyme 	<ol style="list-style-type: none"> 1. I can sing you three different songs (or more) 2. I know 3 rhymes by heart 3. I can talk about my favourite book 4. I can tell you a story
<p>Develop communication, but may continue to have problems with irregular tenses and plurals such as</p>	<ol style="list-style-type: none"> 1. I am slowly developing my language skills. 	<ol style="list-style-type: none"> 1. I have a strong ability to communicate with others and they

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<p>‘runned’ for ran ‘swimmed’ for swam.</p> <p>May have problems saying some sounds</p>	<ol style="list-style-type: none"> 2. I am beginning to speak a full sentence in review. 3. I will repeat your modelled sentence (have a go) 	<p>understand what I am saying clearly.</p> <ol style="list-style-type: none"> 2. I can speak in a full sentence during review. 3. I have little need for an adult to speak/model sentences for me
<p>Use longer sentences of four to six words</p>	<ol style="list-style-type: none"> 4. I am beginning to use ‘this morning I’ or ‘this afternoon I’ in review 	<ol style="list-style-type: none"> 4. In review I can make my sentence more interesting with the number of words I am using
<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play</p>	<ol style="list-style-type: none"> 1. I am beginning to discuss the book of the week with an adult. 2. I will tell another child in actions if I do not want them to do something. 3. I am beginning to initiate a conversation with an adult. 4. I am beginning to initiate a conversation with my friends. 5. I am beginning to use talk within my play 	<ol style="list-style-type: none"> 1. I can discuss elements of the story with anyone. 2. I will verbally tell another child if I want them to do something different. 3. I can initiate a conversation with an adult. 4. I can initiate a conversation with my friend. 5. I clear use talk to organise my play

Personal, Social and Emotional Development

3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>I am beginning to be more independent in my play.</p> <p>I am beginning to think about my play.</p> <p>I am learning to use equipment.</p> <p>I am beginning to feel confident in my play.</p>	<p>I am independent in my play. I can choose equipment for my play.</p> <p>I can tell you why I am playing with equipment.</p> <p>I can think about my play. I can think and choose my own play challenges.</p> <p>I can use equipment correctly.</p> <p>I am confident in my play.</p>

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<p>Develop their sense of responsibility and membership of a community.</p>	<p>I am beginning to help the adult in the setting. I am beginning to tidy up.</p>	<p>I can be the handy helper. I can tidy up.</p>
<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>I am beginning to gain confidence with visitors. I can leave my main carer. I am beginning to show self-confidence.</p>	<p>I can ask a visitor a question. I can exhibit friendly behaviour to welcome visitors. I can cope with small changes to our routine.</p>
<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>I am beginning to play with others. I am beginning to extend my play through talk. I am beginning to elaborate my play ideas through talk. I am beginning to extend my play through additional resources. I am beginning to elaborate my play through additional resources. I am beginning to understand how to respond to my friends wishes.</p>	<p>I can play with others. I can extend my play through talk. I can elaborate my play ideas through talk. I can extend my play through additional resources. I can elaborate my play through additional resources. I can understand how to respond to my friends wishes. I can play cooperatively with others</p>
<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>I am beginning to make the right choice in my behaviour. I am beginning to understand why I need to make right choices.</p>	<p>I know how to make the right choice. I understand why I need to always make right choices.</p>

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<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>I am beginning to have self-confidence.</p> <p>I am beginning to express my needs appropriately.</p> <p>I am beginning to learn ways to calm myself down when I feel upset.</p>	<p>I can manage my emotions.</p> <p>I am beginning to express my needs appropriately.</p> <p>I am beginning to learn ways to calm myself down when I feel upset.</p>
<p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>I am beginning to understand I have feelings.</p>	<p>I can tell you when I am happy.</p> <p>I can tell you when I am sad.</p> <p>I can tell when I am angry or worried.</p>
<p>Begin to understand how others might be feeling.</p>	<p>I am beginning to understand other people have feelings too.</p>	<p>Within story:</p> <p>I can tell you how a character may be feeling.</p>
<p>Observation checkpoint:</p>	<p>I am beginning to take turns.</p> <p>I am beginning to share with an adult support.</p> <p>I am beginning to show concentration in my play.</p> <p>I am beginning to settle into a play choice activity.</p>	<p>I can take turns with others.</p> <p>I can share.</p> <p>I can play alongside other children – cooperatively.</p> <p>I can role play within the home corner or in mud kitchen.</p> <p>I can pretend to be a different character other than myself.</p>

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Physical Development		
3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg, and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>I can move by walking. I can move by balancing. I can jump. I am beginning to explore bikes, trikes, and scooters.</p> <p>I am beginning to climb the stairs with support – hand or banister.</p> <p>I am learning to skip with my two legs. I am beginning to hop. I am learning to stand still. I am beginning to know how to freeze my body when the music stops. I am beginning to squiggle with my flappers. I am learning to make marks from my squiggle dance.</p>	<p>I am a confident runner. I can climb safely. I can jump off safe apparatus. I can ride a bike, trike, or scooter independently with confidence. I can climb stairs independently.</p> <p>I can skip with my two legs. I can hop on one leg. I can stand still. I can freeze my position when dancing. I can squiggle with my flappers. I can make the squiggle marks independently.</p>
<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>I am learning to play ring games.</p> <p>I am learning to play games with the parachute.</p> <p>I am learning an action song (penguin dance, cha cha slide or head shoulders knees and toes)</p>	<p>I can initiate a ring game. I can ask to play a game. I can play a parachute game.</p> <p>I can independently do an action rhyme with actions.</p> <p>I can dance the cha cha slide.</p>
<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a</p>	<p>I am beginning to learn how to move in a variety of ways.</p>	<p>I can move in a variety of ways. I can crawl. I can run fast. I can roll. I can slide.</p>
<p>plank, depending on its length and width.</p>	<p>I can attempt to cross a plank with adult support.</p>	<p>I can walk across a plank safely and with confidence.</p>

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<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>I am beginning to learn what equipment to use safely for what task.</p> <p>I am beginning to choose the right resources to complete a challenge safely.</p> <p>I am beginning to understand other people can help me complete a challenge.</p>	<p>I can choose the right equipment to do a challenge safely.</p> <p>I can choose the correct resources to do a challenge safely.</p> <p>I can ask others to help me solve a challenge that I am struggling physically to solve.</p>
<p>Observation checkpoint:</p>	<p>I am learning to be healthy.</p> <p>I am learning movement is important for me.</p> <p>I am beginning to understand about healthy bodies.</p>	<p>I can choose healthy options.</p> <p>I can tell you why I need to clean my teeth.</p> <p>I can understand why I need to move my body.</p>
<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>I am beginning to use scissors to snip paper.</p> <p>I am beginning to hold my crayons so I can squiggle draw.</p> <p>I am beginning to hold a knife and fork correctly.</p>	<p>I can use scissors to snip the paper.</p> <p>I can grip my crayons to squiggle.</p> <p>I can eat my dinner with a knife and fork.</p> <p>I can use a dominant hand to write.</p>
<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>I am learning to take off my shoes and coat.</p> <p>I am beginning to know how to put on my outdoor suit with adult support.</p>	<p>I can take off my coat independently.</p> <p>I can put on my outdoor suit independently.</p> <p>I can put on my shoes independently.</p>

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<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>I am beginning to use the toilet independently.</p> <p>I can wash my own hands. I am beginning to know when my hands are dry.</p> <p>I am beginning to know what is healthy for me.</p>	<p>I am totally independent in toilet hygiene.</p> <p>I can wash and dry my hands.</p> <p>I am consistently making healthy choices for myself.</p>
<p>Observation checkpoint:</p>	<p>I am nearly toilet trained. I am accessing the toilet with adult support.</p> <p>I am beginning to not need changing for accidents.</p>	<p>I am toilet trained. I am confident using the toilet. I am dry through the day and night.</p>

Literacy		
3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning. - print can have different purposes. - we read English text from left to right and from top to bottom. - the names of the different parts of a book 	<p>I can recognise my name. I can point to print in the classroom environment.</p> <p>I can recognise signs from my local environment (shops, fast food, bus stop, metro)</p> <p>I know books have words and pictures.</p>	<p>I can pretend to read a book of the week.</p> <p>I can show the print in books. I can recognise my name in line up of names.</p> <p>I know we are reading when we share a book.</p> <p>I can point to writing on the interactive whiteboard.</p>

<p>- page sequencing</p>	<p>Spread The Happiness – EYFS 'bean statements'</p>	<p>NURSERY</p>
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes. - count or clap syllables in a word. - recognise words with the same initial sound, such as money and mother. 	<p>I can listen for rhyming words.</p> <p>I listen when you rhyme two words.</p> <p>I like singing simple rhymes.</p> <p>I can begin to say a simple nursery rhyme.</p> <p>I know the initial sound of three things (name, my teachers name, fruit)</p>	<p>I can tell you a simple rhyming pair.</p> <p>I will tell you in a story if words rhyme.</p> <p>I can tell you when you have missed out a word of a popular rhyme.</p> <p>I can use small world letters to spell out 'at'.</p> <p>I know h in front of 'at' is hat.</p> <p>I can tell you what five friends names beginning with. (sound)</p>
<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>I am gaining a love of books.</p> <p>I can talk with an adult about the book of the week.</p> <p>I can join in an adventure about the book of the week.</p> <p>I can tell you 10 new words. (per half term)</p>	<p>I have three favourite books I can tell you about.</p> <p>I can tell you about the book of the week for my locker speech bubble.</p> <p>I can tell you about a character.</p> <p>I can tell you what happens next.</p> <p>I have a wide and varied vocabulary for a 4-year-old.</p>
<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all their name.</p>	<p>I am mark making for squiggle.</p> <p>I am between 1-3 on emergent writing process.</p> <p>I know when you write for me it is writing.</p> <p>I am beginning to mark make my name.</p>	<p>I am confidently squiggle mark making.</p> <p>I can write my first name.</p> <p>I can emergent write simple lists and to add labels to my drawings.</p>

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Write some letters accurately.	I can mark make.	I can write the letters in my name. I am beginning to write other letters.
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Understanding the World		
3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>I am beginning to explore my five senses outdoors. (taste, touch, listen, sight, smell)</p> <p>I can explore water with my senses.</p> <p>I can explore mud with my senses.</p> <p>I can explore food with my senses.</p> <p>I can explore different aspects of outdoors.</p> <p>I can explore different weathers outdoors, sun, rain, snow, wind.</p> <p>I can tell you what I can see.</p>	<p>I can tell which sense/s I need to use to explore my outdoor environment.</p> <p>I can use taste to explore.</p> <p>I can use touch to explore.</p> <p>I can use smell to explore.</p> <p>I can use my ears to explore.</p> <p>I can describe in extended vocabulary what I see.</p> <p>I can explore materials and investigate different properties about them.</p>

Begin to make sense of their own life-story and family’s history.	I can tell you about my family who live in my house.	I can tell you about my family including people who do not live with me.
Show interest in different occupations.	<p>I am beginning to learn who helps us in school.</p> <p>I am beginning to tell you about who helps us in our immediate world.</p>	<p>I can tell two people that help me in school.</p> <p>I can tell you about someone with a helpful job (nurse, doctor, fire fighter, police officer)</p> <p>I can tell you about farmers.</p> <p>I can clearly use vocabulary to explain their job.</p>

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<p>Explore how things work</p>	<p>I can explore wind-up toys.</p>	<p>I can ask ‘how does this work?’</p> <p>I can explore how things work. I can use cogs, pulleys, and wind-up toys to explore how things work.</p>
<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>I can plant a seed. I can watch a seed grow. I can use what grows to make something tasty. I can tell you that a chick comes from an egg. I can tell you two more things that come from eggs, snakes, crocodiles.</p> <p>I can pick up rubbish outdoors in the nursery because it harms the environment.</p>	<p>I can tell you how to grow a seed, bean, or bulb.</p> <p>I can tell what grows and how that happens.</p> <p>I can plant a seed, blub, or bean and watch it grow, making simple observations.</p> <p>I can plant a sunflower seed and help it grow very tall.</p> <p>I can tell you the life cycle of a caterpillar. I can tell you the life cycle of a frog.</p> <p>I can sort the rubbish, so we are recycling. (plastic and paper)</p>
<p>Explore and talk about different forces they can feel.</p>	<p>I can notice when I snap a twig. I can notice when I put something heavy in the water it sinks down. I can push a strike. I can pull a chair to where I need it.</p>	<p>I can move water. I can stretch elastic to get myself inside the trousers. I can tell what I cannot bend. I can use a magnet.</p>

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<p>Talk about the differences between materials and changes they notice.</p>	<p>I can bake with an adult. I can taste my cooking. I can explore ice. I am beginning to know ice melts. I can float a boat in the water tray. I can see my shadow. I can explore with a torch. I can go in the dark den. I know when the light is on.</p>	<p>I can bake and explore ingredients for a variety of recipes. I can tell you what happens when something goes into the oven. I know chocolate melts. I can make ice melt in a variety of ways. I can tell you if my toy car will sink. I can make shadows with light. I can explore a dark den and tell you how it looks and feels.</p>
<p>Continue to develop positive attitudes about the differences between people.</p>	<p>I can tell you where I am from.</p>	<p>I can tell you about different people. I understand people celebrate different things to me. I understand about people from different cultures and I respect the differences.</p>
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>I know which country I am from. I know where I was born. I know where I live now.</p>	<p>I can tell you about another country in the world. I can tell you what it is like there. I can tell you something different about living there.</p>

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Expressive Arts and Design		
3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I can play in the home corner. I can use the role play equipment appropriately. I can make you something to eat (pretend)</p> <p>I can use small world to imagine.</p> <p>I can build with blocks.</p> <p>I can make a bed in blankets.</p>	<p>I can role play and tell you who I am in the home corner.</p> <p>I can pretend using mud in mud kitchen.</p> <p>I can concentrate in small world play for more than 5 mins.</p> <p>I can recreate story in small world trays.</p> <p>I can build with purpose.</p> <p>I can build a den.</p> <p>I can tell you the ‘rules’ in my play.</p>
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>I can explore the junk modelling.</p> <p>I can join things together with glue or tape.</p> <p>I can stick things onto something.</p> <p>I can free paint an idea.</p> <p>I can make a collage from my own choice of materials.</p> <p>I can change a box into something.</p>	<p>I can think about what I am creating.</p> <p>I can tell you why I chose the junk to make the item.</p> <p>I can stick and glue to create my design.</p> <p>I can adapt my design.</p> <p>I can tell you what I like and what I want to change.</p>

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<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>I can draw shapes freely.</p>	<p>I can use the shapes I draw (freely) to represent objects.</p>
<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>I can draw a simple person.</p> <p>I can draw a picture and tell you about it.</p> <p>I can attempt to draw some flowers.</p> <p>I can draw.</p> <p>I can explore colour mixing.</p>	<p>I am beginning to draw a person with features.</p> <p>I can draw and you can see what I am representing.</p> <p>I can draw an object.</p> <p>I can look at my drawing and add detail.</p> <p>I can use colour to express feelings of happy.</p> <p>I know when I mix two colours, I will make a different one.</p>
<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>I can listen to different sounds.</p> <p>I can dance along to music.</p>	<p>I can listen when I need to.</p> <p>I can complete a listening challenge.</p> <p>I can tell you about what I heard.</p> <p>I can tell you what I think about what I heard.</p>

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<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape. (moving melody, such as up)</p>	<p>I can sing a simple song.</p>	<p>I can sing a simple song from memory.</p> <p>I can sing loud.</p> <p>I can sing quietly.</p>
<p>and down, down, and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>I can create a new song with adult support.</p>	<p>I can create a new song.</p>
<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>I can play an instrument.</p>	<p>I can play an instrument along to a song or a story.</p> <p>I can play an instrument loud.</p> <p>I can play an instrument quietly.</p>

<h2 style="text-align: center;">Mathematics</h2>		
3 & 4-year-olds will be learning to:	Emerging	Expected
<p>Fast recognition of up to 3 objects, without having to count them individually [subitising]</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<ol style="list-style-type: none"> 1. I can give you 3 objects by counting them out. 2. I can say 1,2,3 when touching the objects. 3. I am beginning to make up & down marks (to make the numbers 1,4,7) 4. I am beginning to count to 5, saying 1,2,3,4,5. 5. I am beginning to touch and count 5 objects in a 	<ol style="list-style-type: none"> 1. I can give you 3 objects when asked. 2. I can count 1,2,3,4,5 and beyond (independently) 3. I can count out 5 objects and say 1,2,3,4,5 as I lay them in a line. 4. I can make up & down marks.

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<p>Know that the last number reached when counting a small set of objects tells you how many there are in total [cardinal principle]</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match a numeral, up to 5.</p>	<p>row, saying 1,2,3,4,5 (with support)</p> <ol style="list-style-type: none"> 6. I am beginning to know that the last number reached when counting objects means that’s ‘how many’ objects there are. 7. I am beginning to know my fingers can be used to show number amounts. 8. I can show you 1 and 2 on my fingers 9. I can recognise the number 1,2,3. 10. I can match the number 1,2,3 to the correct amount of objects. 	<ol style="list-style-type: none"> 5. I can make numbers 1,4&7. 6. I can tell you ‘how many’ when I count a small set of objects (independently) 7. I can answer when you ask me ‘how many’ by counting and knowing the final number is the amount. 8. I can show you an amount, up to 5 on my fingers. 9. I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me. 10. When you show me a number (1,2,3,4,5) I can show the amount in objects.
<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’</p>	<ol style="list-style-type: none"> 1. I can try to tally as counting small amounts. 2. I can attempt an addition sign (using digit dance 1) 3. I can attempt a simple jigsaw. 4. I am beginning to use 5 objects/people to solve problems, simple forwards number songs. 5. I am beginning to use mathematical language to describe amounts, more than, fewer than or less than 	<ol style="list-style-type: none"> 1. I can tally to count and record, how many. 2. I am beginning to write simple number sentences, $1+1 =$ (using digit dance 1) 3. I can complete a simple jigsaw (independently) 4. I know in a simple number song that ‘the doctor says’ or when the ducks come back there will be one more. (forwards number songs) 5. I can tell you straight away if I think the group of objects or people has more or less.
<p>Talk about and explore 2D and 3D shapes [circles, rectangles, triangles, and cuboids]</p> <p>Using informal and mathematical language:</p> <p>Sides Corners Straight Flat Round</p>	<ol style="list-style-type: none"> 1. I am beginning to use shapes to make a picture 2. I can recognise a circle. 3. I can recognise a square 4. I can recognise a triangle. 5. I am beginning to recognise shape around me in my world. 	<ol style="list-style-type: none"> 1. I know my 2D shapes and can name them. 2. I know simple 3D shapes like sphere and cube (maybe pyramid and cone) 3. I can talk about the properties of a 2D shape using the words sides, flat and straight.

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		<ol style="list-style-type: none"> 4. I can talk about the properties of a 2d shape using the word corners and round. 5. I can tell you the difference between 2D and 3D shapes in the environment
<p>Understand position through words alone – the bag is under the table. With no pointing.</p>	<ol style="list-style-type: none"> 1. I am beginning to use positional language. 2. I am beginning to understand under, on top, next to, above and in/out. 3. I can place an object with support under, on top, next to, above and in/out 	<ol style="list-style-type: none"> 1. I understand positional language. 2. When directed I can place independently an object under, on top, next to, above and in/out? 3. I can move my body to the correct place when given positional language, for example: go under the den, climb on top of the box, stand next to the water, make your body above the ground, put your left arm in, left arm out
<p>Describe a familiar route. Discuss routes and locations using words like ‘in front of’ and ‘behind’</p>	<ol style="list-style-type: none"> 1. I can show you the way to the toilet. 2. I can walk with you and discuss (with support) things that are in front of us. 3. I can walk with you and discuss things that are behind us 	<ol style="list-style-type: none"> 1. I can tell you how to get to the toilets, or water or how to go outside the classroom. 2. I can tell you things that are at the front of our setting (shops, car parks, pathways) 3. I know that behind means you need to look back. I can stand in outdoors with the door behind me.
<p>Make comparisons between objects relating to size, length, weight, and capacity.</p>	<ol style="list-style-type: none"> 1. I am beginning to tell you about big and small 2. I am beginning to tell you about long and short 3. I am beginning to tell you about heavy and light 4. I am beginning to talk about full and empty 	<ol style="list-style-type: none"> 1. I can compare objects and tell you about big and small 2. I can compare things and tell you about long and short 4. I can hold things and tell you about heavy and light 5. I can talk about full and empty containers 6. I can solve practical problems using the correct language to

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		compare problems you give me
<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc</p>	<ol style="list-style-type: none"> 1. I am beginning to build with 2D and 3D shapes. 2. I am beginning to use junk modelling materials to build and create representations of things 3. I am beginning to select objects to build a simple house 	<ol style="list-style-type: none"> 1. I can select appropriate shapes for my purpose 2. I know when there is a problem with my construction how to solve it 3. I can clear combine shapes to create new ones 4. I am beginning to build complex structures
<p>Talk about and identifies the patterns around them. For example: stripes on clothes, design on rugs, wallpaper Use informal language like ‘pointy’ spotty’ ‘blobs’</p> <p>Extend and create ABAB patterns, sticks, leaf, stick, leaf</p> <p>Notice and correct an error in repeating pattern.</p> <p>Begin to describe a sequence of events real or fictional using words such as first, then</p>	<ol style="list-style-type: none"> 1. I am beginning to notice pattern in my environment 2. I can find a stripy pattern 3. I can find a spotty, dotty pattern 4. I am beginning to learn words to describe different patterns 5. I am beginning to create ABAB patterns with support 6. I am beginning to recognise an ABAB pattern 7. I am learning the language of sequencing during review, ‘this morning I’ or through the question from the adult ‘what did you do this morning/afternoon?’ 	<ol style="list-style-type: none"> 1. I can notice different patterns in my environment 2. I can notice different patterns on animals 3. I am building a word hoard to describe pattern 4. I can without support create a simple ABAB pattern 5. I can extend with ease an ABAB pattern 6. I can correct a mistake in a repeating pattern (independently) 7. I can speak in review using the word ‘first I’ 8. I can add to my review orally with ‘then I’