



Communication and Language Development at Whitgreave Primary School



	Attention and Listening	Understanding (Comprehension/ Receptive language)	Talking (Expressive Language)	Social Communication and Use of Language	Speech Sounds	Play
N1	<p>I can begin to listen to talk with interest, but can still be distracted.</p> <p>I can attend to an adult's choice of activity for short time.</p>	<p>I can identify objects by use e.g. "Which one do we eat?"</p> <p>I can understand simple concepts such as in/on/under, big/little.</p> <p>I can understand simple "who", "what", "where" questions but not "why" or "when?"</p> <p>I can understand a simple story with pictures.</p>	<p>I can use up to 300 words, learning new words rapidly.</p> <p>I can link 3-4 words together.</p> <p>I can start to use past tense e.g. "me falled over"</p> <p>I can use some question words e.g. "what?", "where?"</p>	<p>I can hold a short conversation but jump from topic to topic.</p> <p>I can express emotions towards adults and peers.</p> <p>I can show that I have some favourite stories, songs and rhymes.</p> <p>I can use language to share feelings, experiences and thoughts.</p>	<p>I can pronounce all vowels.</p> <p>I can produce consonant sounds such as "s, f, sh, z, v, ch" that are usually understood by others.</p>	<p>I can begin to show signs of symbolic play e.g. box is a boat.</p> <p>I can play alongside others.</p> <p>I can demonstrate some make believe play e.g. tea party - toys, food offered.</p>
N2	<p>I can shift to a different task if attention fully obtained.</p> <p>I can listen to others in 1:1 or small groups when conversation interests me.</p> <p>I can follow directions (if not intently focused on own activity).</p> <p>I can listen to stories with increasing attention and recall.</p>	<p>I can begin to understand instructions with 3 key words e.g. "Give the big ball to teddy"</p> <p>I can understand an increasing number of "describing" words e.g. "cold", "top"</p> <p>I can begin to understand negatives e.g. "can't"</p> <p>I can understands "why" questions.</p>	<p>I can use sentences with 4-6 words.</p> <p>I can begin to use linking words such as "and", "because"</p> <p>I can use an increasing vocabulary 500-1500 words.</p> <p>I can use complex sentences to elaborate an idea.</p> <p>I can use talk to: connect ideas; explain what is happening; anticipate what might happen next; recall past experiences.</p>	<p>I can initiate conversations.</p> <p>I can join in with rhymes and stories.</p> <p>I can enjoy rhythmic activities and shows awareness of rhyme and alliteration.</p> <p>I can understand turn taking and sharing.</p> <p>I can describe main story settings, events and principal characters.</p> <p>I can talk freely about home and community.</p>	<p>I can be mostly understood by others, even in connected speech.</p> <p>I can use the "f, s, sh" etc consistently.</p> <p>I can produce blends, although some are still simplified e.g. "sp""p" "tr" "t"</p>	<p>I can take on role of another person during play e.g. fireman.</p> <p>I can play with construction toys e.g. duplo.</p> <p>I can take part in co-operative play with others.</p> <p>I can turn take.</p> <p>I can actively enjoy the home corner/ dressing up</p>

I can sustain attentive listening, responding to what I have heard with relevant comments, questions or actions.

I can demonstrate a two-channelled attention.

I can take verbal direction without needing to interrupt the task and look up.

I can maintain attention, concentrate and sit quietly when appropriate.

I can understand "how?" by giving explanations.

I can understand abstract ideas including time in relation to past, present and future.

I can understand humour e.g. jokes, nonsense rhymes.

I can understand a simple story without pictures.

I can understand instructions with sequence words: "first...next...last"

I can understand everyday conversations unless ambiguous.

I can make comments about what I have heard and ask questions to clarify my understanding.

I can understand time periods, e.g. night/day, yesterday.

I can demonstrate that my sentence length and complexity are gradually increasing.

I can understand more question words e.g. "when?" "how?"

I can use sentences that are easily understood by adults and peers, including use of past, present and future tenses and making use of conjunctions.

I can ask the meaning of words I am unsure about.

I can extend my vocabulary, by grouping & naming, exploring the meanings and sounds of new words.

I can add narrative of an event/story which contains a true plot, character development and sequence of events.

I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

I can use 5000 words.

I can speak to others about my own wants and interests.

I can take account of what others say.

I can use language for a range of purposes.

I can use talk to pretend and for imaginary situations.

I can use language to express my needs/feelings in appropriate ways.

I can work as part of a group or class, taking turns.

I can begin to label more complex emotions in others, realising that people can experience different emotions to the same event, e.g. Tom may be scared but Linda may be happy on Bonfire Night.

I can be fully intelligible to others, although may not use "th". I may swop "w" for "r" or to say 3 consonants together e.g. scratch.

I can follow rule-governed games e.g. Simon Says.

I can engage in longer sequences of pretend play e.g. acting out familiar situations.

I can demonstrate an increasing use of imagination.

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



Literacy Development at Whitgreave Primary School



Comprehension

Word Reading

Writing

I can enjoy and join in with songs and rhymes, copying some sounds, words, rhythms, tunes and tempo.

I can sing some songs and say some rhymes independently.

I can enjoy sharing and talking about books.

I can tune in and pay attention as an adult reads aloud.

I can talk about the characters and events.

I can answer simple questions about a story that has been read to me.

I can repeat words and phrases from familiar stories and add actions.

I can seek out my favourite books to share with an adult, with another child or to look at alone, including during 'choosing time'.

I can handle books with care - knowing which way round it goes and turning pages left to right through the book.

I can notice some print in the environment, such as the first letter in my name, a bus or door number or a familiar logo.

I can add some marks to my drawings, which I can give meaning to, e.g. 'That says Mummy'.

I can make marks on my pictures to represent my name.

I can copy some letters from my name.

I can pay close attention as an adult reads aloud and I can ask and answer simple 'who', 'what' and 'where' questions.

I can begin to ask and answer "why and "when" questions about a story.

I can make comments about a story I have heard and share my ideas.

I can repeat words and phrases from familiar stories, using actions and a story map.

I can identify and talk about my favourite books with an adult or in a small group.

I can develop play around my favourite stories, using props.

I can understand that a story has a beginning, a middle and an ending.

I can choose to 'read' books during 'choosing time'.

I can understand the concepts about print: that print has meaning, it can have different purposes, it is read from left to right and top to bottom in English and I can turn pages one at a time.

I can point out print in the environment and talk about what it means.

I can recognise and pick out my own name from a small selection of about 3 or 4 others.

I can count and clap syllables in words.

I can recognise words with the same initial sound as each other.

I can develop my phonics so that I can spot and suggest rhymes.

I can recognise rhyming words.

I can blend and segment words orally.

I can begin to form recognisable letters from my name.

I can begin to make marks distinguishable as drawing or "writing" i.e. symbols that represent letters.

I can re-read books to build my confidence and fluency.

I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.

I can verbally re-tell a story, using story language and actions.

I can anticipate key events in stories.

I can choose to 'read' books during 'choosing time'.

I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

I can identify and talk about my favourite books, giving reasons for my choice.

I can make simple links between some familiar stories.

I can say a sound for each letter in the alphabet and at least 10 digraphs.

I can read words consistent with my phonic knowledge by sound-blending.

I can read aloud simple sentences that are consistent with my phonic knowledge.

I can read some common exception and high frequency words.

I can read age-appropriate, phonetically decodable texts containing a range of CVC/CVCC/CCVC words, digraphs and trigraphs.

I can hold a pencil effectively - using the tripod grip.

I can begin to write on the lines and control letter size.

I can write recognisable letters, most of which are correctly formed.

I can write my first and surname with correct letter formation.

I can spell words by identifying sounds in them and representing the sounds with a letter or letters.

I can write simple phrases and sentences that can be read by others.

I can begin to use include some familiar story language when composing sentences in my own writing.

I can choose to purposefully mark make in a range of areas during 'choosing time'.



Mathematical Development at Whitgreave Primary School



IN

Number

I can count in every day contexts, sometimes skipping some numbers.

I can begin to count groups of up to 3 items, giving one number name to each item, in order.

I can recite numbers to 5.

I can show finger numbers, up to 5.

Numerical Patterns

I can show interest in patterned songs and rhymes, perhaps with repeated actions.

Shape, Space and Measure

I can fit myself into spaces, like tunnels, dens and large boxes, and then move around in them and begin to use spatial words such as 'on top of' 'up' 'down' and 'through'.

I can compare sizes and weights etc. in every day contexts using the language 'big' 'little' 'smaller' 'high' 'low' 'tall' and 'heavy' etc.

I can begin to notice patterns around me i.e. stripes on clothes or spotty wallpaper etc.

I can create, extend and arrange things in patterns i.e. stick, leaf, stick, leaf.

I can explore 2D and 3D shapes through my play.

I can enjoy emptying and filling containers.

I can begin to arrange items in their own patterns i.e. lining up my own toys.

I can assign one number name, up to 3, for each item that I count and know that I only count each object once.

I can understand, when counting, that the numbers have to be said in a certain order.

I can understand that the number name assigned to the final object in a group is the total number of objects in that group.

I can understand that anything can be counted including things that cannot be touched, up to the number 3.

I can understand that the order we count a group of objects in, is irrelevant - there will always be the same number.

I can develop fast recognition of up to 3 objects, without having to count them individually (subsisting).

I can recite numbers to 10.

I can experience patterned objects and images.

I can predict what happens next in predictable situations.

I can notice patterns i.e. spotty, pointy, strips etc. and arrange things in patterns, then begin to use words like 'the same' 'over and over' or repeated.

I can begin to notice and correct an error in a repeating pattern.

I can begin to sequence events and objects in my play i.e. 'first' 'next' 'then'.

I can begin to use vocabulary such as: morning, afternoon, early, later.

I can confidently sing the days of the week song.

I can say what day it is today.

I can compare quantities using the language 'more than' and 'fewer than'.

I can name some 2D and 3D shapes correctly.

I can begin to talk about 2D and 3D shapes, and am beginning to use mathematical language such as 'corners' 'sides' 'straight' 'round' 'flat'.

I can understand position through words alone i.e. 'off' 'down' 'under' 'in' 'on' 'in front of' 'behind'.

I can demonstrate a deep understanding of number to 10, including the composition of each number.

I can subitise (recognise quantities without counting) up to 5.

I can 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.

I can say what is one more than/one less than a number to 10.

I can verbally count beyond 20, recognising the pattern of the counting system.

I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

I can talk about 2D and 3D shapes, using names accurately and identifying some mathematical properties.

I can make comparisons between objects relating to size, length, weight and capacity (beginning by comparing to small/smaller/smallest or tall, taller, tallest etc.).

I can make and test predictions i.e. which holds more? How many cups to fill the jug?

I can select shapes appropriately to build 3D models.

I can combine and decompose shapes to make new ones i.e. an arch, and identify that shapes have other shapes within them.

I can continue, copy and create repeating patterns, with varying rules (including AB, ABB and ABBC).

I can notice errors in patterns and discuss how to fix them.

I can confidently use every day language linked to time.

I can order the days of the week and months of the year, further saying what day it will be tomorrow and what day it was yesterday.

I can say the month and day of my birthday.

I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.



Personal, Social and Emotional Development at Whitgreave Primary School



2	Self-Regulation	Managing Self	Building Relationships	Health and Self Care
	<p>I can wait for my turn without pushing in or taking things from others.</p> <p>I can begin to talk about and manage my emotions, using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can achieve a goal I have chosen, or one which is suggested to me by an adult.</p>	<p>I can select and use activities and resources, with help when needed.</p> <p>I can follow rules and begin to understand why they are important.</p> <p>I can remember rules, with an adult to reminding me at times.</p>	<p>I can notice and ask questions about differences between myself and others and celebrate these difference with the help of adults.</p> <p>I can develop friendships with other children.</p> <p>I can play with other children, with less support from adults.</p> <p>I can begin to understand how others might be feeling.</p> <p>I can assert my own ideas and preferences and take note of other people's responses.</p>	<p>I can feed myself a range of finger food competently.</p> <p>I can hold a cup with two hands, and drink well, without spilling.</p> <p>I can show some independence in self-care, in routines such as toileting, hand washing and teeth cleaning, with some support.</p> <p>I can develop an increasing understanding of when I need the toilet and can communicate my preferred choice of the toilet or potty.</p> <p>I can put on and take off simple clothing items i.e. an unzipped jacket or a hat, increasingly independently.</p> <p>I can tell adults when I am hungry, thirsty or tired.</p>

I can explore a range of emotions through play and stories.

I can talk about my feelings giving reasons for feeling the way I do.

I can aim to be the best I can, I like myself and I know that I am important.

I can be more confident with unfamiliar people in familiar settings.

I can show more confidence in new social situations.

I can follow rules and understanding why they are important.

I can remember rules without needing an adult to remind me.

I can keep on trying and not give up when I find things tricky.

I can begin to be more confident in managing my own hygiene and personal needs, including going to the toilet by myself, putting my coat on and fastening it and putting my own shoes.

I am becoming more confident at trying new healthy foods.

I can play with one or more other children, with little or no support from adults.

I can extend and develop play ideas.

I can feel confident to express my ideas and views to others.

I can solve problems and suggest ideas for ways to solve disputes or conflicts with others.

I can show respect to others by using kind words and actions.

I can express my feelings to others and consider their feelings.

I can change my behaviour if what I am doing affects others.

I can show empathy and concern for people who are special to me.

I can practise the skills of assertion.

I can begin to peel the skin of a fruit i.e. oranges and bananas.

I can show some independence in self-care, in routines such as toileting, hand washing and teeth cleaning.

I can put on and take off simple clothing items and fasten any zips/buttons.

I can observe and describe, in words or actions, the effect of physical activity on my body.

I can name and identify different parts of my body.

I can take practical actions to reduce risk, showing my understanding that equipment and tools can be used safely.

I can wash and dry my hands effectively, and understand why this is important.

I can try a range of different textures and tastes, and express a preference.

I can begin to understand why a consistent pattern of eating, toileting and sleeping routines are important.

I can give my full name (and attempt the first line of my address (number and road).

I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.

I can set and work towards simple goals and can wait for what I want.

I can give focused attention to what the teacher says, responding appropriately even when engaged in activity.

I can follow instructions involving several ideas or actions.

I can believe in myself and strive to be the best that I can be and follow my dreams.

I can confidently try new activities and show independence, resilience and perseverance in the face of challenge.

I can explain the reasons for rules, know right from wrong and try to behave accordingly.

I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

I can work and play cooperatively and take turns with others.

I can form positive attachments to adults and friendships with peers.

I can show sensitivity to my own and to others' needs.

I can eat a range of healthy foods and understand the need for variety in the food we eat.

I can describe a range of food textures and tastes.

I can describe physical changes to my body when I feel unwell, anxious, tired, angry or sad.

I can explain why it's important to have a consistent daily pattern in relation to eating, toileting and sleeping routines.

I can show some understanding that good practices with regards to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.

I can understand the need for safety when tackling new challenges.

I can consider and manage some risks by taking independent action or by giving warning to others.

I can understand how to transport and store equipment safely.



Physical Development at Whitgreave Primary School



Gross Motor Skills

Fine Motor Skills

1

I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

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

I can catch a large ball.

I can stand momentarily on one foot when shown.

I can show an increasing desire to be independent, such as wanting to feed and dress/undress myself.

Learn to use the toilet with help, and then independently.

I can begin to use anticlockwise movement and retrace vertical lines.

I can hold a pencil between my thumb and two fingers, no longer using whole hand grasp.

I can begin to copy some letters, e.g. letters from my name.

2

I can jump off an object and land appropriately.

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

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

I can use large-muscle movements to wave flags and streamers, paint and make marks.

I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

I can handle tools, objects, construction and malleable materials safely and with increasing control.

I can show a preference for a dominant hand, holding a pencil point between my first two fingers and thumb, with good control.

I can start eating independently and learning how to use a knife and fork.

I can be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips.

I can begin to form recognisable letters from my name.

I can negotiate space and obstacles safely, with consideration for myself and others.

I can combine different movements with ease and fluency.

I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing, adjusting speed or changing direction to avoid obstacles.

I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

I can show confidence, competence, precision and accuracy when engaging in activities that involve a ball.

I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Demonstrate strength, balance and coordination when playing.

I can hold a pencil effectively - using the tripod grip.

I can use a range of small tools, including scissors, paint brushes and cutlery.

I can begin to show accuracy and care when drawing.

I can begin to write on the lines and control letter size.

I can develop the foundations of a handwriting style which is fast, accurate and efficient.



Expressive Arts and Design Development at Whitgreave Primary School



Creating with Materials

Being Imaginative and Expressive

Y1

I can use my imagination as I consider what I can do with different materials.

I can make simple models which express my ideas.

I can explore different materials freely, in order to develop my ideas about how to use them and what to make.

I can join different materials and explore different textures.

I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.

I can develop my own ideas and then decide which materials to use to express them.

I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.

I can draw with increasing complexity and detail, such as representing a face with a circle and including details.

I can explore colour and colour mixing.

I can show different emotions in their drawings - happiness, sadness, fear etc.

I can play instruments with increasing control to express their feelings and ideas.

I can take part in simple pretend play, using an object to represent something else even though they are not similar.

I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

I can respond to what I have heard, expressing my thoughts and feelings.

I can remember and sing entire songs.

I can sing the pitch of a tone sung by another person ('pitch match').

I can create my own songs, or improvise a song around one I know.

I can use drawings to represent ideas like movement or loud noises.

I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.

Y2

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

I can share my creations, explaining the process I have used.

I can make use of props and materials when role playing characters in narratives and stories.

I can explore, use and refine a variety of artistic effects to express my ideas and feelings.

I can return to and build on my previous learning, refining ideas and developing my ability to represent them.

I can create collaboratively, sharing ideas, resources and skills.

I can watch and talk about dance and performance art, expressing their feelings and responses.

I can explore and engage in music making and dance, performing solo or in groups.

I can sing in a group or on my own, increasingly matching the pitch and following the melody.

I can develop storylines in my pretend play.

I can invent, adapt and recount narratives and stories with peers and my teacher.

I can sing a range of well-known nursery rhymes and songs.

I can perform songs, rhymes, poems and stories with others, and try to move in time with music.



Understanding the World Development at Whitgreave Primary School



	Past and Present	People, Culture and Communities	The Natural World	Technology
N1	I can remember and talk about significant events in my own experiences.	I can make connections between my family and other families.	<p>I can talk about the differences between materials and talk about changes I notice.</p> <p>I can explore collections of materials with similar and/or different properties.</p> <p>I understand that there are different countries in the world and can talk about the differences I have experienced or seen in photos.</p>	<p>Although not assessed as an ELG, Technology is an integral part of the EYFS curriculum and should be embedded within learning across all other areas.</p>
N2	I can begin to make sense of my own life-story and my family's history.	<p>I can identify some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>I can show an interest in different occupations.</p> <p>I can aspire to be the best that I can be and follow my hopes and dreams.</p> <p>I can continue developing positive attitudes about the differences between people.</p> <p>I can talk about members of my family and community.</p>	<p>I can talk about what I see, using a wide vocabulary.</p> <p>I can plant seeds and care for growing plants.</p> <p>I can understand the key features of the life cycle of a plant and an animal.</p> <p>I can begin to understand the need to respect and care for the natural environment and all living things.</p> <p>I can look closely at similarities, differences, patterns and change in nature.</p>	<p>Children require access to a range of technologies, both digital and non-digital in their early lives.</p> <p>Exploring with different technologies through play provides opportunities to develop skills that children will</p>

I can comment on images of familiar situations in the past.

I can compare and contrast characters from stories, including figures from the past.

I can talk about the lives of the people around me and their roles in society.

I can identify some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.

I can understand the past through settings, characters and events encountered in books read in class and storytelling.

I can name and describe people who are familiar to me.

I can understand that some places are special to members of our community.

I can recognise that people have different beliefs and celebrate special times in different ways and enjoy sharing and celebrating these together.

I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

I can identify similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.

I can 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.

I can explore and talk about different forces I can feel.

I can recognise some similarities and differences between life in this country and life in other countries.

I can understand the effect of changing seasons on the natural world around me.

I can recognise some environments that are different to the one in which I live.

I can describe what I see, hear and feel whilst outside.

I can explore the natural world around me, making observations and drawing pictures of animals and plants.

I can identify some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.

I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

I can draw information from a simple map.

go on to develop in their lifetimes.

Investigations, scientific inquiry and exploration are essential components of learning about and with Technology both digitally and in the natural world.

Through Technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate Technology effectively within Early Years' practice.