



Early Years 'I can' statements and progression

Red = September to Dec Blue = January to March

Goal = March – July

These statements are what we aim to cover throughout the year, subject to children's attainment which is tracked half termly.

Personal, Social and Emotional Development

Self-Confidence and Self-Awareness

Reception

- **(December March)**
- I can select and use activities and resources with help.
- I enjoy the responsibility of carrying out small tasks.
- I am confident to talk to other children when playing, and will communicate freely about my home and community.
- I am outgoing towards unfamiliar people and more confident in new social situations.
- I can show confidence in asking adults for help.
- I welcome and value praise for what I have done.
- I willingly participate in a wide range of activities.
- I can show enthusiasm and excitement when anticipating and engaging in certain activities
- I am confident to speak to others about own needs, wants, interests and opinions.
- I am confident in speaking in front of a small group.
- I can describe myself in positive terms and talk about my abilities.

Goal

- I am confident to try new activities and can say why I like some activities more than others.
- I am confident to speak in a familiar group, will talk about my ideas and will choose the resources I need for my chosen activities.
- I can say when I do or don't need help.

Nursery

During Nursery (December March)

- I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed.
- I can separate from my main carer with support and encouragement from a familiar adult.
- I can join in a range of activities that interest me.
- I am starting to engage in pretend play with toys.
- I can express my own preferences and interests.
- I am confident to talk to other children when playing together.
- I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult.
- I can select and use resources with support.

End of Nursery

- I can select and use activities and resources.
- I enjoy the responsibility of carrying out small tasks.
- I am confident to talk to other children when playing and will communicate freely about my own home and community.
- I am more outgoing towards unfamiliar people and more confident in new social situations.
- I can show confidence in asking adults for help.
- I welcome and value praise for what I have done.

Personal, Social and Emotional Development

Managing Feelings and Behaviour

Reception

(December March)

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings.
- I can accept the needs of others and I can take turns and share resources, sometimes with support from others.
- I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.
- I can usually adapt my behaviour to different events, social situations and changes in routine.
- I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.
- I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.
- I am aware of the boundaries set and of behavioural expectations in the class.

Goal

- I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences.
- I know that some behaviour is unacceptable.
- I can work as part of a group or class and understand and follow the rules.
- I can adjust my behaviour to different situations and take changes of routine in my stride.

Nursery

During Nursery (December March)

- I can begin to learn that some things are mine, some things are shared and some things belong to other people.
- I can seek comfort from familiar adults, when needed.
- I can respond to the feelings and wishes of others.
- I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.
- I am aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.
- I can respond to a few appropriate boundaries, with encouragement and support.
- I can express my own feelings such as sad, happy, cross, scared, worried.
- I am aware that some actions can hurt or harm others.
- I can try to help or give comfort when others are distressed.
- I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.

End of Nursery

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings.
- I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.
- I can usually adapt my behaviour to different events, social situations and changes in routine.

Personal, Social and Emotional Development

Making Relationships

Reception

(December March)

- I can initiate play, offering cues to my friends to join me.
- I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.
- I start conversations, attend to and take account of what others say.
- I can explain my own knowledge and understanding, and ask appropriate questions of others
- I can take steps to resolve conflicts with other children, e.g. finding a compromise.
- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Goal

- I can play co-operatively, taking turns with others.
- I can take account of another's ideas about how to organise an activity.
- I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Nursery

During Nursery (December March)

- I can play alongside others.
- I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.
- I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.
- I am interested in others' play and start to join in.
- I seek out others to share experiences.
- I may form a special friendship with another child.
- I can show affection and concern for people who are special to me.

End of Nursery

- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- I can initiate play, offering cues to peers to join me.
- I can keep play going by responding to what others are saying or doing.
- I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Communication Language and Literacy

Listening and Attention

Reception

- **(December March)**
- I can turn to listen to my friends or my teacher.
- I can listen to and then follow an instruction.
- I can remember and join in with rhymes and stories I like.
- I can listen to a whole story and comment on what is happening.
- I can ask questions about my favourite books.
- I can choose a book or game that might be different from my friends and tell you why.
- I can play and listen to my friends at the same time.

Goal

- I can listen attentively in a range of situations, like in a class group, small group, when playing or one to one.
- I can listen to stories and guess what might happen next.
- I can tell you what I think about stories, ask questions and listen to what my friends think.
- I can listen to what my friends and teachers say and comment on what they are saying or respond to a question while I am playing with something else.

Nursery

During Nursery (December March)

- I can concentrate for slightly longer periods. (3 minutes 6 minutes)
- I can join in with rhymes and songs by making sounds and by moving body.
- I can respond to adults making sounds and moving their bodies
- I can respond to my own name and will change my activity when encouraged to by adults
- I can focus on adults as they read or sing, responding with sounds and movements.

End of Nursery

- I can turn my head and focus on adults and friends as I speak and play, responding to comments.
- I can listen to and follow directions.
- I can remember and join in with rhymes and familiar stories.

Communication Language and Literacy

Understanding

Reception

(December March)

- I can find the right tool for a job.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly)
- I can ask and respond to 'why' questions.
- I can follow a story with props and pictures.
- I can see some similarities and differences between people.
- I can show interest in other technological items.
- I can respond quickly to a series of instructions.
- I can laugh at funny rhymes and jokes.
- I can remember key points from a story told without props or pictures.
- I can have a conversation and I can respond to other children's opinions.
- I can talk about family routines and special occasions.
- I can understand and complete a simple program on a computer.

Goal

- I can follow instructions involving several ideas or actions.
- I can answer 'how' and 'why' questions about my experiences and in response to stories or events.

Nursery

During Nursery (December March)

- I can match objects to names and will bring my favourite toy when asked.
- I can respond to very simple requests especially when shown first by an adult.
- I can anticipate actions and sounds from an action toy.
- I can explore objects using my senses.
- I can understand more simple questions and instructions. E.g.'where is your shoe?' and 'show me your nose'.
- I can identify my own friends.
- I can operate some ICT or mechanical toys.
- I can identify characters and actions in my favourite books.
- I can respond to two requests.
- I can start to respond to simple questions.
- I can start to identify objects according to simple properties.
- I can initiate some actions in play that are familiar from home.
- I can understand between 200 and 500 words.

End of Nursery

- I can find the right tool for a job.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly).
- I can ask and respond to 'why' questions.
- I can follow a story with props and pictures.
- I can show interest in the lives of other people or events.
- I can see some similarities and differences between people.
- I can operate a CD player or MP3 player and show understanding of the remote controls.
- I can show interest in other technological items.

Communication Language and Literacy

Speaking

Reception

Reception (December March)

- I can start to link simple sentences.
- I can explain in simple sentences, including ordering, stating what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.
- I can explore new vocabulary, sounds and intonation.
- I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.
- I can play alongside other children engaged in the same type of imaginary play.
- I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')

Goal

- I can express myself effectively, showing awareness of listeners' needs.
- I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- I can develop my own narratives and explanations by connecting ideas or events.

Nursery

During Nursery (December March)

- I can copy sounds and words like 'all gone'.
- I can make requests using two words.
- I can use everyday words to talk about people I know.
- I can copy sounds and words a lot.
- I can use 50 or more single words. These will also become more recognisable to others.
- I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.
- I can express feelings, desires and needs.
- I can begin to hold a conversation.
- I can remember and use new words. My vocabulary increases rapidly.
- I can ask questions and I can respond to questions using simple sentences.
- I can play make-believe games.

End of Nursery

- I can start to link simple sentences.
- I can explain in simple sentences what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.

Literacy

Reading

Reception

Reception (December March)

Word reading (December March)

- I can join in with rhymes and stories.
- I can join in with the rhythm of well known rhymes and songs.
- I can recognise my own name.
- I can identify sounds in words, in particular, initial sounds.
- I can segment and blend simple words demonstrating my knowledge of sounds with Fred talk (with support – independently).
- I can link sounds to letters in the alphabet.
- I can identify rhymes.
- I can find my own rhymes .
- I can use fred in my head to read words and simple sentences.

Goal

- I can read and understand simple sentences.
- I can use phonic knowledge to decode regular words and read them aloud accurately.
- I can read some common irregular words.
- I can demonstrate understanding when talking with others about what I have read.

Comprehension (December March)

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.
- I can read simple words and simple sentences.
- I can talk about my favourite book.
- I can use vocabulary and events from stories in my play.

Nursery

During Nursery (December March)

- I can repeat songs, rhymes, stories and repeat familiar phrases.
- I can fill in missing words from well known rhymes.
- I can show a preference for a book or a song or a rhyme.
- I can identify myself in a story and show enjoyment for stories about familiar people.
- I can notice and repeat sounds.
- I can identify signs and symbols in the environment and recall what they mean.

End of Nursery

- I can recognise some set 1 sounds
- I can begin to orally blend sounds I hear into words

Word reading

- I can join in with rhymes and stories.
- I can identify rhymes.
- I can join in with the rhythm of well known rhymes and songs.
- I can recognise my own name.

Comprehension

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.

Literacy

Writing

Reception

Nursery

Handwriting (December March)

- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.
- I can sit on a chair with a straight back and my feet on the floor.
- I can control finer tools when playing with dough.
- I can form recognisable letters, some of them correctly.
- I can use a tripod grasp.

Goal

- I can use my phonic knowledge to write words in ways which match my spoken sounds.
- I can also write some irregular common words.
- I can write simple sentences which can be read by myself and others.
- I can spell some words correctly and others are phonetically plausible.

Composition

- I can tell an adult what I have drawn or painted.
- I can give meaning to my marks as I write.
- I can create representations of people, events and objects.
- I can use some identifiable letters to communicate meaning and uses them to write captions and labels.
- I can read back my writing.
- I can begin to rehearse what I write orally before writing.

Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks like on signage.
- I can use my Fred fingers for spelling simple cvc words.
- I can start to write identifiable shapes and letters.
- I can segment and blend the sounds in simple words and name sounds.
- I can use my Fred fingers for spelling ccvc words.

Grammar, Punctuation

- I can recognise a capital letter at the start of my name
- I can talk about sentences and start to write short sentences.
- I can start to use full stops and capital letters in the correct places.

During Nursery (December March)

- I can randomly scribble on the page, sometimes with both hands.
- I can begin to balance when sitting.
- I can make connections between my actions and the marks being made.
- I can hold mark making equipment using the palmer grip.
- I can control the marks on the page.
- I can distinguish between the different marks I make.
- I can control equipment like a jug and show increasing control over tools like pencils and crayons.
- I can use a range of tools to make marks and show an interest in my own marks and others marks.
- I can make marks that is representation of my name,

Composition

- I can tell an adult what I have drawn or painted.

Grammar, Punctuation

- I can recognise a capital letter at the start of my name.

Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks, like on signage.
- I can start to write identifiable shapes and letters.

Handwriting

- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.
- I can write my name.

Mathematics

Number

Reception

Number and Place Value (December March)

- I can count up to three or four objects by saying one number name for each item.
- I can count objects to 10 and begin to count beyond 10.
- I can count out up to six objects from a larger group.
- I can select the correct numeral to represent 1 to 5, then 1 to 10 objects. Then 1-20.
- I can begin to use 'teens' to count beyond 10.
- I can count an irregular arrangement of up to ten objects.
- I can find one more or one less from a group of up to five objects, then ten objects.
- I can estimate how many objects I can see and check by counting them.
- I can use the language of 'more' and 'fewer' to compare two sets of objects.
- I fully understand 5, 6, 7 etc and all manipulations of the number.

Calculation

- I can recognise some numerals of personal significance.
- I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.
- I can begin to use the vocabulary involved in adding and subtracting including counting on and back.
- I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.

Fractions

- I can show some understanding of doubling and halving in familiar contexts.

Goal

- I can count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- I can use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.
- I can solve problems, including doubling, halving and sharing.

Nursery

During Nursery (December March)

- I can recite some number names in sequence (not necessarily understand at this stage).
- I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc).
- I can show understanding of conservation.
- I can sort objects using one simple criteria.
- I can bring one or two objects when an adult requests.
- I can show an understanding of simple comparisons like 'more'.

End of Nursery

Number and place value

- I can use number names to 10 and sometimes count accurately.
- I can represent numbers using marks, fingers or digits.

Calculation

- I can say when two small groups have the same number of objects.
- I can identify numerals in the environment.

Mathematics

Shape, Space and Measure

Reception

Measurement (December March)

- I can use comparative language like taller, shorter, the same.
- I can experiment with length, height, capacity and use my findings to order and group items.
- I can identify money and I can start to use money in my play.
- I can recall routines and start to relate them to the time on the clock.

Geometry – properties of shapes

- I can start to identify shapes in the environment.
- I can start to find appropriate shapes for certain tasks.
- I can recall and identify 2D shapes
- I can ask questions about their observations of differences and similarities.
- I can recall 3D shapes and I can use some of the terms to describe their properties.
- I can order and sort according to simple properties.

Geometry – position and direction

- I can start to make more meaningful pictures, patterns and arrangements with shapes.
- I can complete a started 2 colour pattern
- I can use the language of direction when programming toys

Goal

- I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- I can recognise, create and describe patterns.
- I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Nursery

During Nursery (December March)

- I can start to fit shapes into board puzzles or shape sorters.
- I can begin to build using simple blocks.
- I can fill and empty a container.
- I can show some understanding of 'now' and 'next'.
- I can see some shapes in pictures and can start to make pictures using shapes.
- I can ask questions about the routine and what is happening next.
- I can use small world play to experiment with size, shape, differences and similarities.

Measurement

- I can talk about the routine of the day and use language like 'before' and 'after'.
- I can use comparative language like 'taller', 'shorter', 'the same'.

Geometry – properties of shapes

- I can start to identify shapes in the environment.
- I can start to find appropriate shapes for certain tasks.
- I can ask questions about my observations of differences and similarities.

Geometry – position and direction

- I can start to make more meaningful pictures, patterns and arrangements with shapes.

Physical Development

Moving and Handling

Reception

(December March)

- I can use a pincer grasp.
- I can stand momentarily on one foot when shown.
- I can catch a large ball.
- 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 run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- I can show a preference for a dominant hand.
- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
- I can use a tripod grasp.

Goal

- I can show good control and co-ordination in large and small movements.
- I can move confidently in a range of ways, safely negotiating space.
- I can handle equipment and tools effectively, including pencils for writing.

Nursery

During Nursery (December March)

- I can use a fistful grasp or fist grip.
- I can use a palmer grasp and four-finger grip.
- I can walk confidently.
- I can climb onto furniture.
- I can squat to pick up toys.
- I can climb into a large chair and turn to sit.
- I can carry large toys.
- I can attempt to kick a ball.
- I can stand on one foot with support.
- I can use my feet to scoot along on a trike.
- I can control my whole body and am able to negotiate space and objects.
- I can run safely on my whole foot.
- I can use a five finger grasp and pincer grip.
- I can move to music and express myself.
- I can stop confidently when moving around the environment and can now run safely.
- I can make connections between my movement and the marks I make.
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.
- I can kick a large ball.
- I can walk upstairs or downstairs holding onto a rail, two feet on a step.
- I can respond and move to rhythm and music.
- I can pick up tiny objects using a fine pincer grasp.
- I can make simple models using construction toys.
- I can move spontaneously within available space.

End of Nursery

- I can stand momentarily on one foot when shown.
- I can catch a large ball.
- 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 run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors.
- I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- I can hold a pencil near the point between first two fingers and thumb and use it with good control.

Physical Development

Health and Self Care

Reception

• (December March)

- I can tell adults when I'm hungry or tired or when I want to rest or play.
- I understand that equipment and tools have to be used safely.
- I can usually manage washing and drying hands.
- I am dry and clean during the day.
- I can choose to eat a healthy range of foodstuffs and understand the need for variety in food.
- I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene.
- I can show understanding of the need for safety when tackling new challenges and consider and manage some risks.
- I can dress and undress independently.

Goal

- I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Nursery

During Nursery (December March)

- I have my own likes and dislikes in food and drink.
- I am willing to try new food textures and tastes.
- I can hold a cup with both hands and drink without much spilling.
- I can clearly communicate my need for the toilet.
- I can show a desire to help with dressing/ undressing and hygiene routines.
- I am beginning to be independent in self-care, but still often need adult support.
- I can feed myself competently with a spoon.
- I can drink well without spilling.

End of Nursery

- I can tell adults when I am hungry or tired or when I want to rest or play.
- I understand that equipment and tools have to be used safely.
- I can usually manage washing and drying hands.

Understanding the World

People and Communities

Reception

(December March)

- I can show interest in the lives of people who are familiar to me.
- I can remember and talk about significant events in my own experience.
- I can recognise and describe special times or events for family or friends.
- I can start to show an interest in different occupations and ways of life.

Goal

- I can talk about past and present events in my own life and in the lives of family members.
- I know that other children don't always enjoy the same things, and I am sensitive to this.
- I know about similarities and differences between myself and others, and among families, communities and traditions.
- I have a sense of my own immediate family and relations.
- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- I am beginning to have their own friends.
- I learn that they have similarities and differences that connect them to, and distinguish them from, others.

Nursery

During Nursery (December March)

- I can recognise my own immediate family and relations.
- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others.

End of Nursery

- I can show interest in the lives of people who are familiar to me.
- I can remember and talk about significant events in my own experience.
- I can recognise and describe special times or events for family or friends.
- I can start to show an interest in different occupations and ways of life.

Understanding the World

The World

Reception

(December March)

- I can ask questions about aspects of my familiar world such as the place where I live or the natural world.
- I can talk about some of the things I have observed such as plants, animals, natural and found objects.
- I can talk about why things happen and how things work.
- I can start to develop an understanding of growth, decay and changes over time.
- I can show care and concern for living things and the environment
- I can talk about similarities and differences in all living things

Goal

- I can talk about the features of my own immediate environment and how environments might vary from one another.
- I can make observations of animals & plants and explain why some things occur, and talk about changes.

Nursery

During Nursery

- I can play with small-world models such as a farm, a garage or a train track.
- I can notice features of objects in the environment

End of Nursery

- I can ask questions about aspects of my familiar world such as the place where I live or the natural world.
- I can talk about some of the things I have observed such as plants, animals, natural and found objects.
- I can talk about why things happen and how things work.
- I can start to develop an understanding of growth, decay and changes over time.
- I can show care and concern for living things and the environment

Understanding the World

Technology

Reception

(December March)

- I can operate simple equipment e.g. turns on CD player and uses remote control.
- I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- I can demonstrate that I know that information can be retrieved from computers
- I can complete a simple program on a computer.
- I can use ICT hardware to interact with age-appropriate computer software.

Goal

- I can recognise that a range of technology is used in places such as homes and schools.
- I can select and use technology for particular purposes.

Nursery

During Nursery

- I can operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- I can seek to acquire basic skills in turning on and operating some ICT equipment.

End of Nursery

- I can operate simple equipment e.g. turns on CD player and uses remote control.
- I can show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones.
- I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- I can demonstrate that I know that information can be retrieved from computers

Expressive Arts and Design

Exploring and Using Media and Materials

Reception

(December March)

- I can enjoy joining in with dancing and ring games.
- I can sing a few familiar songs.
- I can begin to move rhythmically.
- I can imitate movement in response to music.
- I can tap out simple repeated rhythms.
- I can explore colour and how colours can be changed.
- I can copy a pre made model (junk) with support from an adult.
- I can explore and learn how sounds can be changed.
- I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can join construction pieces together to build and balance.
- I can make models independently with the resources provided to me.

Goal

- I can sing songs, make music and dance, and experiment with ways of changing them.
- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Nursery

During Nursery (December March)

- I can join in singing favourite songs.
- I can create sounds by banging, shaking, tapping or blowing.
- I can show an interest in the way musical instruments sound.
- I can experiment with blocks, colours and marks

End of Nursery

- I can enjoy joining in with dancing and ring games.
- I can sing a few familiar songs.
- I can begin to move rhythmically.
- I can imitate movement in response to music.
- I can tap out simple repeated rhythms.
- I can explore and learn how sounds can be changed.
- I can explore colour and how colours can be changed.
- I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can join construction pieces together to build and balance.

Expressive Arts and Design

Being Imaginative

Reception

(December March)

- I can sing to myself and makes up simple songs.
- I can engage in imaginative role-play based on own first-hand experiences.
- I can develop preferences for forms of expression.
- I can use movement to express feelings.
- I can create movement in response to music.
- I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- I can use available resources to create props to support role-play.
- **Goal**
- I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.
- I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Nursery

During Nursery

- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- I can begin to make-believe by pretending

End of Nursery

- I can develop preferences for forms of expression.
- I can use movement to express feelings.
- I can create movement in response to music.
- I can sing to myself and makes up simple songs.
- I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
- I can engage in imaginative role-play based on own first-hand experiences.
- I can build stories around toys, e.g. farm animals needing rescue from an chair 'cliff'.
- I can use available resources to create props to support role-play.