



## Reception Long Term Plan

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Marvellous Me!  People Who help us!	Let's Celebrate!	Explorers and curious creatures	3, 2, 1 BLAST OFF!! (Space)	Splish, Splash, Splosh (Water/ Pirates/ Sea Creatures)  Growing	Minibeasts
<b>Hook with a book ideas (to be confirmed linked to children's interests)</b>	1. So Much 2. People who help us books (Police/ Doctor/ Fire)	1. The Christmas Story 2. Nativity 3. Lighting a lamp 4. The Gruffalo 5. Stick Man 6. Pumpkin Soup  Diwali	1. Farmer Duck 2. Six Dinner Sid 3. Tyrannosaurs Drip	1. Whatever Next, 2. Aliens love underpants, 3. We're going on a bear hunt (story café)	1. A Shark in the Park 2. Pizza for Pirates 3. People who help us: Lifeboat Crew Member (non-fiction) 4. The Pirates Next Door 5. Jack and the Beanstalk	1. Mad about Minibeasts 2. Superworm 3. Twist and Hop minibeast bop 4. The Very Hungry Caterpillar 5. Snail Trail
<b>Reading Spine Books</b>	Owl Babies The Gruffalo On the Way Home	Handa's Surprise	Rosie's Walk Six Dinner Sid Farmer Duck	Whatever Next! Goodnight Moon	Mr Grumpy's Outing SSSSH!	Mrs Armitage on Wheels (DT focus week)
<b>Enhanced provision ideas</b>	Doctors Police Station Fire Station	Dark tent Nativity Stable Diwali Home Corner Autumn explore table	Farm Shop Dinosaur excavation in sand (Archaeologist) Dinosaur Small world Vets	Whatever Next role play NASA space station Aliens invade the home corner	Pirate Ship Jack's castle Pirate small world Aquarium	Bug exploration area Enhanced science area
<b>Literacy focuses to link to Hook with a book</b>	Hearing and saying the initial sound of a word. Linking sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels and captions.  Genres of writing: labels/ captions, story map, name writing	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Teach finger spaces in between words and full stop at the end. Writes own name and other things such as labels and captions.  Genres of writing: Writing a simple sentence, recount.	Attempts to write short sentences in meaningful contexts. Focus on capital letters for starting a sentence.  Capital letter, fingers spaces and full stop focus on each piece of sentence writing.  Genres of writing: creative writing, letter writing, lists	Attempts to write short sentences in meaningful contexts. Focus on writing some irregular words correctly.  Genres of writing: Postcards, factual writing of space, story maps, extended recounts.	Children use their phonic knowledge to write words in ways which match their spoken sounds.  Focus on writing some irregular words correctly.  Reading back their own work to say what they have written.  Genres of writing: instructions, extended recounts, lists, letters.	Children use their phonic knowledge to write words in ways which match their spoken sounds. Children attempt words that are more than one syllable.  Focus on writing irregular/ high frequency words correctly.  Genres of writing: poems, extended writes, non-chronological reports

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<b>Values</b> - See our Values Sketchbook in our classroom	Belonging Kindness Joy	Love Peace Hope	Thankfulness Democracy Forgiveness	Self-Control Faithfulness	Service Forbearance Gentleness	Humility Endurance Change
<b>RE</b> See RE LTP	F.1 Where Do We Live? Who Lives There? <a href="#">MTP</a>	F.2 How do Christians celebrate Christmas <a href="#">MTP</a>	F3 What makes a good helper <a href="#">MTP</a>	F4 What can we see in our wonderful world <a href="#">MTP</a>	F5 Who and what are special to us <a href="#">MTP</a>	Moving on & Change
<b>British Values</b>	Rule of Law: Understanding rules matter as cited in PSED with a focus on managing feelings and behaviour. Individual liberty: freedom for all with a focus on self-confidence & self-awareness. Democracy: making decisions together. Mutual respect and tolerance: treat others as you want to be treated with a focus on people and communities, managing feelings and behaviour and making relationships. All taught throughout the year within subjects.					
<b>Computing</b>	Accessing computers in provision	Logging on and off Using 2 simple	Introduce beebots Programming beebots	Writing simple algorithms for beebots  E-Safety	Codeable  iPads	Mouse work and typing simple words (use of space bar and full stop)
<b>SCMS</b> <b>SEAL</b>	Special Thoughts Thoughts, feelings, ideas and questions that are important and special to me Special books and Special People <b>New beg</b>	Special Times How and why some times and events are special to myself and others Special books and Special People <b>Getting on</b> <b>No to bullying</b>	Special Things How and why some objects are special and important to myself and others Special books and Special People <b>Going for goals</b>	Special books and Special People <b>Good to be me</b>	Special Places  Special books and Special People <b>Relationships</b>	Special Places How and why some places are important to myself and others Special books and Special People <b>Changes</b>
<b>Events</b>	Settling in  Parents evening  Stay and Play  Harvest Festival	Kitchen Disco story café  Diwali  Children in Need  Christmas  Christingle  Nativity  Open Day	Pancake Day  Fairtrade	Easter  Parents evening  Science Week	We're going on a Bear Hunt Story café  New Parents meetings  Dads, Uncles and Grandads Day	Transition Mornings  Chicks and ducks  Sports day
<b>Trips</b>	<b>Visit from the police</b>  <b>Visit from Rev Dave</b>	<b>Trip to St Stephen's Church for Christmas Workshop</b>  <b>Visit from Rev Sharon</b>	<b>Visit from RNLI for water safety talk with Reception and Y1</b>		<b>Trip to Eureka</b>	<b>Trip to Harlow Carr</b>  <b>Minibeast Hunt &amp; Habitat Creation</b>

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Local Walks</b>	Library	Library Walk to St Stephen's	Library  Local number hunt walk	Library	Library	Library Walk to St Barnabas for end of Year Service
<b>Music</b>	<p><b>Topic Songs</b> Numbers: collection of songs to support basic numeracy and explore musical repetition</p> <p>Nursery Rhymes Songs and activities to familiarise children with some well-known traditional rhymes. To develop awareness of rhythm and rhyme in speech.</p> <p>To talk about sounds made with our bodies and experiment with them e.g. clapping,</p> <p>FOCUS: PITCH Explore pitch using body parts <i>I can differentiate between high and low pitch</i></p> <p><i>I can show changes in pitch using tuned percussion e.g. steps/slides/jumps</i></p>	<p><b>Christmas Nativity</b> All children from Foundation Stage involved in learning and performing a Nativity play which includes singing, instrumental parts, acting, movement and dance.</p> <p>FOCUS: LISTENING/TEXTURE Use instruments to accompany singing Listen to celebration songs</p> <p><i>I can perform simple accompaniments to a melody</i></p> <p><i>I can use non-verbal methods to describe how music makes me feel.</i></p> <p><i>I can respond to music through movement.</i></p>	<p><b>Topic Songs:</b> Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities</p> <p><b>Science Week:</b> The senses Aurally recognise the sounds of a range of classroom instruments</p> <p>Listen to music and respond to the mood through painting</p> <p>FOCUS: TIMBRE Choosing instruments based on different story characters <i>I can explore sounds and classify sound makers e.g. scrape, tap, and shake.</i></p> <p><i>I can choose sounds to accompany a song or story</i></p> <p>I can play my instruments safely and pick them up and put them down quietly</p> <p>I understand different instruments produce different sounds</p>	<p><b>Topic Songs:</b> Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities</p> <p>Perform songs and music in class assembly</p> <p>FOCUS: DYNAMICS Suggested: We're going on a bear hunt – using voice at different dynamics <u><i>I can differentiate between loud and quiet sounds</i></u> <i>I can sit or stand to perform</i></p> <p><i>I can use my voice in different ways</i></p> <p><i>I can use big clear mouth shapes to form words</i></p>	<p><b>Topic Songs:</b> Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities</p> <p>Perform songs and music in class assembly</p> <p>FOCUS: TEMPO &amp; NOTATION and recreate effects with voice/instruments</p> <p><i>I can differentiate between slow and fast</i></p> <p><i>I can remain quiet while waiting for a turn</i></p> <p><i>I can watch and follow the leader's signals</i></p> <p><i>I can use pictures to represent and organise sounds.</i></p>	<p><b>Topic Songs:</b> Build a repertoire of songs and rhymes. Experience a range of structures through simple songs and musical activities</p> <p>Sounds Topical CD to develop awareness of sounds and rhythms.</p> <p>FOCUS: STRUCTURE COMPOSITION/DURATION</p> <p><i>I can take turns at pattern making</i></p> <p><i>I can put my sounds together with someone else's</i> <i>I can start and stop playing with others</i></p> <p><i>I can differentiate between long and short sounds</i></p> <p><i>I can keep a steady pulse and play at different speeds.</i></p>
<b>Physical education</b>	In FS outdoor area	In FS outdoor area	Gymnastics  I can move my body in different ways I can balance I can mount and dismount simple apparatus	Dance  I can move to music I can move my body in different ways I can safely negotiate space	Small apparatus Balls/ hoops/ beanbags  I can throw a large object e.g. large ball I can catch a large ball I can balance a bean bag on my body in different ways	Team games  I can take turns I can follow simple instructions to a game I can work as part of a team I can try my best!

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<b>Cooking</b>	Fruit salads	Baking Pudsey Biscuits- Children in Need	Banana Bread (using Fairtrade items)	Foods from around the world	Potato themed dishes: mashed, boiled, sweet potato (use potatoes from outdoor are)  Make Pizzas for Pizza for Pirates Book	Baking butterfly buns
<b>Expressive Arts and Designs</b>						
<b>Early Learning Goals (ELGs)</b>	<p><b>Exploring and using media and materials</b> – Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative</b> – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
<b>Rationale</b>	<p>Expressive Art and Design opportunities run through our entire curriculum and also have dedicated areas within provision to provide enhanced opportunities in a child-led setting by following ‘in the moment planning’ (‘TMP) with children.</p> <p>Continuous provision is based on children’s interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which covers the 7 main areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. These 7 areas of learning encompass the 17 strands within the EYFS Framework. Provision areas are open for children to lead their own learning and challenge their thinking through play and investigation. Provision areas are enhanced based on children’s interests, fascinations, and topic themes, aiming for independence and greater depth.</p> <p>Adult-led sessions also form part of delivering this curriculum and are written on weekly plans e.g. through dance or drama (nativity).</p>					
<b>Core strands of Art that run continually throughout the year through continuous provision and enhanced challenges within the areas.</b>	<p><b>Begin to use a variety of drawing tools</b></p> <ul style="list-style-type: none"> <li>-Use drawings to tell a story, investigate different lines</li> <li>- Explore different textures</li> <li>- Encourage accurate drawings of people and objects by looking closely</li> <li>- Use a dominant hand with increasing control</li> </ul>	<p><b>Experiment with and using primary colours:</b></p> <ul style="list-style-type: none"> <li>-Naming</li> <li>-Mixing</li> <li>-Learn the names of different tools that bring colour</li> <li>-Use a range of tools to make coloured marks on paper.</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials</li> <li>- Uses appropriate equipment to join material together</li> <li>- Sensory experience and begins to describe different textures</li> <li>-Creates simple collages</li> <li>-Accesses simple weaving activities</li> </ul>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>-Handling, feeling, enjoying and manipulating materials</li> <li>- Constructing with a purpose in mind</li> <li>-Building and destroying</li> <li>-Shape and Model malleable materials</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>-Rubbings</li> <li>-Print with variety of objects</li> <li>-Print with block colours</li> </ul>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>- experiments with repeating patterns</li> <li>- experiments with irregular painting patterns</li> <li>- looks and mimics simple symmetry</li> <li>-Notices patterns in the environment</li> </ul>

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Statements taken from each half termly MTP jigsaw overview	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>- I can join in when learning new songs</li> <li>- I can use a range of artistic materials, tools and techniques</li> <li>- I can work imaginatively to create new works</li> <li>- I can represent ideas through art, music, role-play, dance and stories</li> </ul>	<p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- I enjoy joining in with dancing and singing</li> <li>- I can sing familiar songs (nativity)</li> <li>- I can take turns when acting out a story</li> <li>- I can follow a simple script (Nativity) and know what my role is</li> <li>- I can tap out a simple repeated rhythm</li> <li>- I am beginning to manipulate materials to achieve a planned effect</li> <li>- I can use different resources to create collage</li> </ul>	<p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>- I am building my confidence at using scissors correctly and am developing more accurate cutting skills.</li> <li>- I can play cooperatively as part of a group with children who are engaged in the same theme.</li> <li>- I can role-play with other children and listen and build on their ideas too.</li> <li>- I can construct with a purpose in mind and select an appropriate colour</li> <li>- I can experiment with the sounds of different instruments and follow simple instructions e.g. stop, start, play quietly/loudly and take turns.</li> </ul>	<p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>- I can learn and sing new songs</li> <li>- I can move in different ways and respond to music to create a dance</li> <li>- I can explore a variety of materials</li> <li>- I can explore different techniques</li> <li>- I can experiment with colour, design and texture</li> <li>- I can represent my ideas and act on them e.g. making up a story</li> </ul>	<p><b>Summer 1 (ELG):</b></p> <ul style="list-style-type: none"> <li>- I can sing songs, make music, dance</li> <li>- I can experiment with ways of changing music and dance</li> <li>- I can safely explore materials and tools</li> <li>- I can experiment with colour, design, texture, form and function.</li> <li>- I can use what I have learnt about media and materials in original ways</li> <li>- I represent my own ideas through design, technology, art, music, dance, role-play and stories.</li> </ul>	<p><b>Summer 2 (ELG):</b></p> <ul style="list-style-type: none"> <li>- I can sing songs, make music, dance</li> <li>- I can experiment with ways of changing music and dance</li> <li>- I can safely explore materials and tools</li> <li>- I can experiment with colour, design, texture, form and function.</li> <li>- I can use what I have learnt about media and materials in original ways</li> <li>- I represent my own ideas through design, technology, art, music, dance, role-play and stories.</li> </ul>

## Explorers and Curious Creatures 2018 SP1

### Personal, Social & Emotional Development

- I can describe myself using positive terms.
- I can give my own opinion and communicate a need for something.
- I am aware that my own actions can affect other people.
- I am aware of the behavioural expectations in the setting.
- I am beginning to negotiate when there is a problem.
- I can ask a question when I am unsure.
- I am starting to be able to resolve my own conflicts with friends.

### Communication & Language

- I can concentrate for a longer period of time.
- I can show active listening skills in different situations e.g. in class or assembly.
- I am starting to show two-channelled attention e.g. can listen and do for a short time.
- I can respond to an instruction with a two-part sequence.
- I can build on other children's ideas.
- I am rapidly learning new vocabulary and using this in my speech.
- I can stick to the main theme in a discussion.
- I am starting to use past, present and future forms correctly.

### Physical Development

- I can get myself undressed and dressed for PE with minimal adult support.
- I can listen and follow an instruction in my PE lessons.
  - I can move in different ways e.g. skipping, crawling, jumping
  - I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
  - I can negotiate space successfully
  - I can hold a pencil using the correct grip and form recognisable letters with increasing control.
  - I can handle tools safely.

### Literacy

- I can write a short caption.
- I can write a simple sentence.
- I am beginning to use capital letters and/or full stops.
- I am beginning to write for different purposes e.g. creative writing, a letter, recounting a story or a shopping list.
- I can sound out and blend simple CVC and CVCC or CCVC words in my reading and am building up my knowledge of red words in both reading and writing.
- I can talk about the characters, setting and anticipate what might happen next in a story.

### Mathematics (White Rose Maths Hub)

- I can recognise numerals 1 to 10.
- I can count out up to 10 objects from a larger group.
- I can count actions or objects which cannot be moved.
- I can select the correct numeral to represent 1 to 10 objects.
- I can count an irregular arrangement of up to 10 objects
- I can order two or three items by length or height. I can order two items by weight or capacity.
- I am starting to recognise teen numbers and can pronounce these accurately.

### Understanding the World

- I can talk to you about our values for this half term: thankfulness, democracy and forgiveness.
- I can talk about what makes a good helper through my RE discussions and show care and concern for living things & the environment.
- I can start to use the beebots and explore programming giving simple instructions to move the beebot.

### Expressive Arts & Design

- I am building my confidence at using scissors correctly and am developing more accurate cutting skills.
- I can play cooperatively as part of a group with children who are engaged in the same theme.
- I can role-play with other children and listen and build on their ideas too.
- I can construct with a purpose in mind and select an appropriate colour
- I can experiment with the sounds of different instruments and follow simple instructions e.g. stop, start, play quietly/loudly and take turns.

# Splish, Splash, Splosh 2018 SU1

## Personal, Social & Emotional Development

- I can play cooperatively with others and take turns
- I can take account of other's ideas
- I am sensitive to others needs
- I can say when I like an activity
- I am confident in a familiar group
- I choose the resources I need
- I talk about my feelings and behaviour
- I know some behaviour is unacceptable and can follow the rules
- I can adjust my behaviour to different situations e.g. assembly

## Communication & Language

- I can listen attentively in a range of situations
- I can listen to stories and respond with comments
- I listen to others in a group
- I follow instructions involving several actions
- I answer how and why questions
- I express myself effectively
- I can use past, present and future forms accurately
- I can develop my own narrative

## Physical Development

- I show good control in large and small movements
- I can move confidently in a range of ways
- I can safely negotiate space
- I can handle equipment and tools safely and effectively
- I know the important of good health
- I can manage to dress myself independently
- I manage my own basic hygiene

## Literacy

- I can read and understand simple sentences
- I can use phonics to decode words
- I can read some common irregular words
- I can answer questions about a story
- I can write simple sentences using words that match my spoken sounds
- I can read my sentences back
- I can spell some words correctly

## Mathematics

- I can count reliably from 1 – 20
- I can place numbers 1-20 in order
- I can say one more or less than a number
- I can use quantities and objects to add and subtract
- I count on or back to find the answer.
- I can solve doubling, halving and sharing problems.
- I can talk about size, weight, capacity, position, distance, time and money
- I recognise and create patterns
- I explore characteristic of everyday objects

## Understanding the World

- I can talk to you about our values for this half term
- I can talk about past and present events in my life
- I know I don't always enjoy the same things as my friends
- I know about similarities and differences between myself and others
- I can talk similarities and difference with relation to places, objects, materials and living things
- I can talk about my environment and how it might vary
- I observe animals, plants and I can talk about why something can happen.
- I recognise a range of technology in homes and at school

## Expressive Arts & Design

- I can sing songs, make music, dance
- I can experiment with ways of changing music and dance
- I can safely explore materials and tools
- I can experiment with colour, design, texture, form and function.
- I can use what I have learnt about media and materials in original ways
- I represent my own ideas through design, technology, art, music, dance, role-play and stories.

## Let's Celebrate topic

### Personal, Social & Emotional Development

- I can share with others
- I am confident enough to perform songs and dances
- I can play in a group and listen to others
- I can ask for help when I need it
- I can talk about what I can do and what I can practice
- I take part in whole school events

### Literacy

- I can show awareness of rhyme and alliteration
- I listen and join in with stories and poems
- I have an awareness of how stories are structured
- I am beginning to describe story settings, events and characters
- I can write from left to right
- I can blend and segment words in order to read

### Communication & Language

- I can listen in small and large groups i.e. assemblies
- I can listen to stories and talk about what has happened in them
- I can join in repeated patterns in rhymes and stories
- I can follow simple instructions
- I can say simple instructions for others to follow
- I am able to follow a story using pictures
- I can retell a simple story in the correct order

### Mathematics

- I can recite numbers in order to 10
- I can compare two groups of objects saying when they have the same number
- I can recognise numerals to 10
- I can order numerals to 10
- I can use language of more and fewer to compare two sets of objects
- I can order two or three items by length or height

### Understanding the World

- I can talk about my own experiences
- I can describe special times or events for family or friends
- I know some things that make me unique
- I can talk about how I am similar and different to others
- I can talk about things I have observed in the outdoor area such as plants, animal and natural objects

### Physical Movement

- I can move freely in different ways
- I can use one handed tools and equipment e.g. knives for chopping and scissors to cut out materials
- I can form recognisable letters that have been taught in RWI
- I can change my movements in the outdoor area
- I know how to keep safe around fire
- I understand the need for safety when using kitchen tools

### Expressive Arts & Design

- I enjoy joining in with dancing and singing
- I can sing familiar songs (nativity)
- I can tap out a simple repeated rhythm
- I am beginning to manipulate materials to achieve a planned effect
- I can use different resources to create collage

## 3, 2, 1 Blast Off (Space) 2018 SP2

### Personal, Social & Emotional Development

- I am confident to try new activities
- I am confident to speak in a group
- I can explain the resources I have chosen
- I can say when I need help
- I can talk about my feelings
- I know what behaviours are acceptable
- I can work as part of a group
- I can take turns with others
- I can form positive relationships

### Communication & Language

- I can anticipate key story events
- I can respond to what others are saying
- I can follow instructions following several ideas
- I can answer how and why questions
- I can talk about past events
- I can create my own narrative

### Physical Development

- I show good control in large and small movements
- I can move confidently
- I can safely negotiate space
- I can handle equipment safely
- I know the importance of good health
- I can manage to dress myself independently

### Literacy

- I can read simple sentences
- I can use phonics to decode words
- I can read some common irregular words
- I can answer questions about a story
- I can write simple sentences
- I can read my sentences back
- I can spell some words correctly

### Mathematics (White Rose Maths Hub)

- I can say 1 less than a number
- I can subtract to 10
- I can count backwards from 10 to 0 and then 20 to 0
- I can begin to solve problems
- I can start to understand half
- I can talk about size and weight
- I can explore everyday objects
- I can use some mathematical language linked to shape

### Understanding the World

- I can talk to you about our values for this half term
- I can talk about past events in my life
- I can talk about how I am unique and different to others
- I know some other traditions
- I can talk about differences in materials
- I can comment on my environment and animals within it
- I can see where a range of technology is used within space

### Expressive Arts & Design

- I can learn and sing new songs
- I can move in different ways and respond to music to create a dance
- I can explore a variety of materials
- I can explore different techniques
- I can experiment with colour, design and texture
- I can represent my ideas and act on them e.g. making up a story

# Marvellous Me

## Personal, Social & Emotional Development

- I can say who is special to me and why
- I can say what I like and dislike
- I can share and take turns with my friends
- I can follow the classroom rules and routines
- I can ask an adult for help if I need it
- I can separate from my main adult with support

## Literacy

- I can recognise letters in my name and other letters of the alphabet
- I am starting to write my name more independently
- I can tell you about the picture that I have drawn
- I am starting to form letters correctly and write initial sounds for words

## Communication & Language

- I can take turns to speak in a small group environment
- I can speak in sentences
- I learn new vocabulary words quickly
- I can speak to my friends and grown-ups in the setting
- I can follow a simple instruction
- I am starting to use the correct tenses when I speak

## Mathematics

- I can count to 10 reliably forwards
- I can recognise numerals to 5
- I can count out the correct number of objects to 10
- I can recognise simple 2D shapes

## Physical Development

- I can explore the outdoor area confidently
- I am starting to balance
- I can use equipment safely
- I can be safe in the outdoor area
- I can hold a pencil using the correct grip and start to form some letters accurately

## Understanding the World

- I can talk about my own life and people who are special to me
- I can recognise some similarities and differences
- I can make observations of plants and animals
- I recognise that technology is used in homes and in schools

## Expressive Arts & Design

- I can join in when learning new songs
- Use a range of artistic materials, tools and techniques
- Work imaginatively to create new works
- Represent ideas through art, music, role-play, dance and stories