

## It is me 1,2,3

### Personal and social:

I can see myself as a valuable individual.  
I can build constructive and respectful relationships.  
I can express their feelings and consider the feelings of others.  
I can show resilience and perseverance in the face of challenge.  
I can identify and moderate their own feelings socially and emotionally.  
I can think about the perspectives of others.  
I can manage my own needs.

### Physical:

I can climb and jump safely.  
I can travel around an area safely.  
I can use the space around me developing my skills to move with control and grace.  
I can use small tools in the classroom safely and competently.

### Expressive Arts:

I can explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.  
I can listen attentively, move to, and talk about music, expressing their feelings and responses.  
I can sing in a group or on their own, increasingly matching the pitch and following the melody.  
I can develop storylines in their pretend play.

### Communication:

I can learn my friend's names.  
I can say please and thank you.  
I can talk to my friends and teachers respectfully.  
I can listen to stories  
I can listen to my friends.

### RE – Creation

I can listen to and recall the creation story.  
I can talk about God making the world.  
I can make the sign of the cross.  
I know God made me and we are all unique.  
I know I belong to my family and we do things together that maybe different to other families.  
I know people belong to the church family and they are welcomed through Baptism.

### Literacy: Reading

I can read individual letters by saying the sounds for them.  
I can blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  
I can read some letter groups that each represent one sound and say sounds for them.  
I can read a few common exception words matched to the school's phonic programme.  
I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  
I can re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### Writing:

I can form lower-case and capital letters correctly

### Maths:

I can count objects, actions, and sounds.  
I can subitise.  
I can link the number symbol (numeral) with its cardinal number value.  
I can count beyond ten.  
I can compare numbers.  
I can understand the 'one more than/one less than' relationship between consecutive numbers.  
I can explore the composition of numbers to 10.  
I can continue, copy, and create repeating patterns.  
I can compare length, weight, and capacity.

### Knowledge and Understanding:

I can talk about members of their immediate family and community.  
I can name and describe people who are familiar to me.  
I can explore the natural world around them.  
I can describe what they see, hear, and feel whilst outside. I can understand the effect of changing seasons on the natural world around them.