

| Communication and language: Listening, attention and understanding | |
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| 3-4 years | <ul style="list-style-type: none"> • I can listen to longer stories and remember what happens. • I can switch my attention and listen to what is being said. • I can use a wider range of vocabulary. • I can understand a question or instruction with two parts. • I can understand and answer 'who', 'when' and 'where' questions. • I can understand simple 'why' questions. • I can sing a large repertoire of songs. • I can express a point of view and debate when I disagree with a friend using words and actions. • I can start a conversation and continue it for many turns. |
| Reception | <ul style="list-style-type: none"> • I can show an understanding of how to listen carefully and why listening is important. • I can learn and use new vocabulary in varying contexts. • I can understand and answer more complex 'how' and 'why' questions. • I can ask questions to find out more and check my understanding. • I can use talk to work out problems, organise thinking and activities. • I can explain how things work and why things happen. • I can understand social phrases. • I can engage in story time. • I can listen to and talk about stories to build familiarity and understanding. • I can retell a story using some exact language and my own words. • I can listen to and join in with rhymes, poems and songs. • I can engage in non-fiction books. • I can listen to and talk about new knowledge and vocabulary learnt through non-fiction texts. |
| ELG | <ul style="list-style-type: none"> • I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • I can make comments about what I have heard and ask questions to clarify my understanding. • I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers. |
| Communication and language: Speaking | |
| 3-4 years | <ul style="list-style-type: none"> • I can use a wider range of vocabulary. • I can recite rhymes, talk about familiar books and tell a long story. • I can sometimes use the correct tense when I speak. • I can say most sounds in words correctly. • I can use longer sentences of four – six words. • I can start a conversation and continue it for many turns. • I can talk to organise my play. |
| Reception | <ul style="list-style-type: none"> • I can learn and use new vocabulary in varying contexts. • I can ask questions to find out more and check my understanding. • I can articulate my ideas and thoughts in well-formed sentences. • I can connect my ideas using a range of connectives. • I can describe events in the correct order. • I can describe events using sequencing words e.g. before, after, next etc. • I can use talk to work out problems, organise thinking and activities. • I can explain how things work and why things happen. • I can use social phrases. • I can engage in story time. • I can engage in story time. • I can listen to and talk about stories to build familiarity and understanding. • I can retell a story using some exact language and my own words. • I can listen to and join in with rhymes, poems and songs. • I can engage in non-fiction books. • I can listen to and talk about new knowledge and vocabulary learnt through non-fiction texts. |
| ELG | <ul style="list-style-type: none"> • I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. • I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |

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| | <ul style="list-style-type: none"> I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and make use of conjunctions, with modelling and support from the teacher. |
| Personal, Social and Emotional Development: Self-regulation | |
| 3-4 years | <ul style="list-style-type: none"> I can find solutions to conflicts and rivalries, with some support. I can talk with others to solve conflicts. I can develop appropriate ways of being assertive. I can talk about my feelings using words like happy, sad, angry or worried. I can begin to understand how others may be feeling. |
| Reception | <ul style="list-style-type: none"> I can see myself as a unique and valuable individual. I can express my feelings and consider the feelings of others. I can identify and moderate my own feelings socially and emotionally. I can think about the perspective of others. |
| ELG | <ul style="list-style-type: none"> 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, being able to wait for what I want and control my immediate impulses when appropriate. I can give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. |
| Personal, Social and Emotional Development: Managing self | |
| 3-4 years | <ul style="list-style-type: none"> I can select and use activities and resources with help when needed. I can develop my confidence in new social situations. I can remember the rules and sometimes follow them independently. I can understand why rules are important. I can make a choice and settle to activities for a while. I can meet my own care needs e.g. brushing teeth, using the toilet, washing and drying hands. I can make healthy choices. |
| Reception | <ul style="list-style-type: none"> I can show resilience and perseverance in the face of challenge. I can begin to reflect on work/activities I have completed. I can begin to problem solve by talking through ideas. |
| ELG | <ul style="list-style-type: none"> I can be confident to 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. |
| Personal, Social and Emotional Development: Building relationships | |
| 3-4 years | <ul style="list-style-type: none"> I can develop a sense of responsibility and membership of a community. I can begin to be more outgoing with unfamiliar people within a safe environment. I can play with one or more children, extending and elaborating ideas. I can find solutions to conflicts and rivalries, with some support. I can talk with others to solve conflicts. I can begin to understand how others may be feeling. I can sometimes manage to share and turn take with others, with some adult support. |
| Reception | <ul style="list-style-type: none"> I can build constructive and respectful relationships. I can think about the perspective of others. |
| ELG | <ul style="list-style-type: none"> 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. |

| Physical Development: Gross motor skills | |
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| 3-4 years | <ul style="list-style-type: none"> • I can use my movement, balance, riding and ball skills. • I can go up steps or climb apparatus using alternate feet. • I can skip, hop or stand on one leg and hold a pose. • I can use large muscle movements e.g. wave flags etc. • I can, on occasion, remember sequences of movement that relate to rhythm and rhyme. • I can explore different ways of moving with growing confidence. • I can manage handling large objects e.g. wooden bricks etc. as part of a team. |
| Reception | <ul style="list-style-type: none"> • I can confidently and competently move in a variety of different ways. • I can move fluently with control and grace. • I am developing my overall body strength, co-ordination, balance and agility. • I can use my core-strength to sit appropriately. • I can combine movements with ease and fluency. • I can confidently use a range of apparatus. • I can show confidence, precision and accuracy when using a ball. |
| ELG | <ul style="list-style-type: none"> • I can negotiate space and obstacles safely, with consideration for myself and others. • I can demonstrate strength, balance and coordination when playing. • I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Physical Development: Fine motor skills | |
| 3-4 years | <ul style="list-style-type: none"> • I can use one-handed tools and equipment. • I can use a pen/pencil using a comfortable grip and good control. • I show a preference for a dominant hand. • I can show increasing independence when getting dressed. |
| Reception | <ul style="list-style-type: none"> • I am developing my small motor skills. • I can show good control over my shoulder, elbow and wrist movements. • I can mark make independently. • I can begin to form letters with accuracy and efficiency. |
| ELG | <ul style="list-style-type: none"> • I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • I can use a range of small tools, including scissors, paintbrushes and cutlery. • I can begin to show accuracy and care when drawing. |