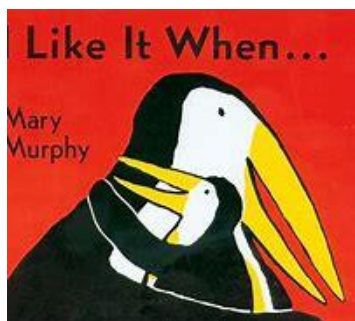


## Personal and Social Development

### Baseline

- I can engage with others through gestures, and talk.
- I can find ways of managing transitions, for example from my parent to their key person.
- I can play with increasing confidence on my own and with other children, because they know their key person is nearby and available.
- I can begin to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- I can begin to select and use activities and resources, with help when needed.
- I am becoming more outgoing with unfamiliar people, in the safe context of their setting.
- I can express a range of emotions and start to talk about them

- I can explore the setting confidently knowing that a familiar person is close by.
- I enjoy the company of other children.

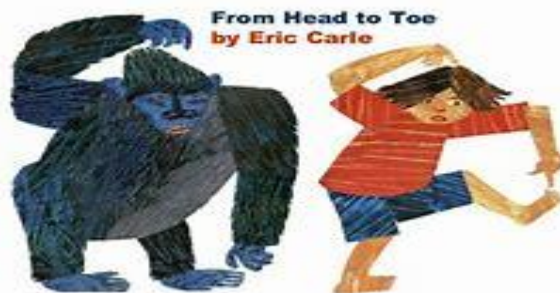


## Physical Development

### Baseline

- I can use the toilet with help
- I can climb Nursery play equipment confidently
- I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)
- I can use scooters and trikes.
- I can begin to show a preference for a dominant hand.

*Provide a wide range of opportunities for children to explore and develop gross and fine motor skills in provision*



## Autumn Term 1: Topic 1: What Makes Me, Me?

### The Catholic Faith

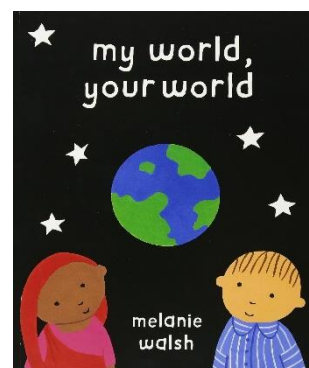
#### The Way, the Truth & the Life - God's World

- I can notice plants and fruits in God's world.
- I can begin to reflect on what God made for us.
- I can notice and talk about animals in God's world.
- I can begin to reflect on the animals God made for us.
- I can begin to know that God made us.
- I am becoming aware that I am unique.
- I can begin to understand that God loves each one of us always.
- I am becoming aware that God never stops loving us

### Understanding the World

#### Baseline

- I can start to show I know who I am in terms of preference.
- I can start to notice some of the differences between people
- I can talk about my family in simple terms.
- I can explore natural and man-made materials indoors and outside – I can develop and explore my play in the Mud Kitchen, Sand and Water



## Literacy Development

### Baseline

#### Writing

- I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc. *I can explore a wide range of mark making tools both indoors and outdoors.*
- I can tune into sounds during listening games. I can begin to tune into alliteration. *I can listen to and name a variety of environmental and instrumental sounds.*
- I can add marks to pictures giving meaning to them I can add marks to show my name – *I can draw a picture of myself and my family. I can make marks to show my name.*



#### Reading

- I enjoy stories, songs and rhymes. *I can join in with familiar Nursery Rhymes. [Nursery Rhymes and Songs - BBC Teach](#)*
- I can notice print e.g. familiar logos, bus numbers, my name/ first letter. *I can recognise my name when self-registering. I can begin to copy some letters and numbers.*
- I can repeat words and phrases from a familiar book I can join in with some words in familiar songs. *I can join in with the story Head to Toe and use actions to support my story telling.*

*Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century.*

## Communication and Language

### Baseline

- I can use intonation, pitch and changing volume when talking.
- I can develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.'
- I can shift from one task to another if you get my attention. *Using the child's name can help.*
- I can follow instructions with three key words like: "Can you wash dolly's face?"
- I can understand action words by pointing to the right picture in a book. For example: "Who's jumping?"
- I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'
- I can listen to simple stories and use pictures to help me know what is happening
- I can understand simple instructions and questions e.g. Where is your hat?  
(Not yet 'why' questions- what, where, who)
- I can listen to others talk and start to join in.
- I can use the names for a range of familiar objects, people and actions
- I can use a range of words for time, space, function and description



*Bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.*

*Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference*



## Mathematical Development

### Baseline

- I can count in my play (sometimes I miss numbers)
- I can react to changes in amounts e.g. hiding and returning rhymes- two dicky bird
- I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc
- I can notice patterns and arrange things in patterns
- I can combine shapes and objects e.g. stacking blocks/ cups
- I can use position words in everyday context.
- I can take part in finger rhymes with numbers.
- I can complete inset puzzles.
- I can begin to recite numbers to 5 in order.



## Expressive Arts and Design

### Baseline

#### Materials/Music/Imagination

- I can explore art materials for large and small scale art e.g. drawing, paint, sculpture.
- I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum
- I can express my ideas through play, particularly pretend play
- I can respond emotionally and physically to music when it changes.
- I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- I can make simple models which express their ideas.

*Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.*

*Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them.*