



## **I Can Targets**

### **Reception: Autumn Term**

#### **PSE- Making Relationships-**

I can...

- Play in a group, extend and elaborate play ideas, e.g build up a role-play activity with other children.
- Initiate play, offering cues to peers to join them.
- Keep play going by responding to what others are saying or doing.
- Demonstrate friendly behaviour, initiate conversation and form good relationships with peers and familiar adults.

#### **PSE- Self Confidence and Self-Awareness**

I can...

- Select and use activities and resources with help.
- Welcome and value praise for what I have done.
- Enjoy responsibility of carrying out small tasks.
- Be more outgoing towards unfamiliar people and more confident in new social situations.
- Confidently talk to other children when playing, and will communicate freely about my own home and community.
- Show confidence in asking adults for help.

#### **PSE- Managing Feelings and Behaviour**

I can...

- Be aware of my own feelings, and know that some actions and words can hurt others' feelings.
- Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.

- Usually adapt behaviour to different events, social situations and changes in routine.

### Communication and Language- Listening and Attention

I can...

- Listen to others one to one or in small groups, when the conversation interests me.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipate key events and phrases in rhymes or stories.
- Focus attention and follow direction from adults.

### Communication and Language- Understanding

I can...

- Understand the use of objects (e.g “what do we use to cut things?”)
- Show understanding of prepositions such as ‘under,’ ‘on top,’ ‘behind’ by carrying out an action or selecting the correct picture.
- Respond to simple instructions, e.g to get or put away an object.
- Begin to understand ‘why’ and ‘how’ questions.

### Communication and Language- Speaking

I can...

- Begin to use more complex sentences to link thoughts (e.g using and, because.)
- Retell a simple past event in correct order (e.g went down slide, hurt finger.)
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Question why things happen and give explanations.
- Ask questions e.g who, what, when, how.
- Use a range of tenses (e.g play, playing, will play, played.)
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focussed on objects and people that are of particular importance to me.
- Build up vocabulary that reflects the breadth of my experiences.
- Use talk in pretending that objects stand for something else in my play, e.g ‘this box is my castle.’

### Physical Development- Moving and Handling

I can...

- Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mount stairs, steps or climbing equipment using alternate feet.
- Walk downstairs, two feet to each step whilst carrying a small object.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot when shown.
- Catch a large ball.
- Draw lines and circles using gross motor movements.
- Use one handed tools and equipment, e.g make snips in paper with child's scissors.
- Hold my pencil between thumb and two fingers, no longer using whole hand grasp.
- Hold my pencil near the point between first two fingers and thumb and use it with good control.
- Copy some letters, e.g letters from my name.

#### Physical Development- Health and Self Care

I can...

- Tell adults when I am hungry or tired or when I want to rest or play.
- Observe the effect of activity on my body.
- Understand that equipment and tools have to be used safely.
- Attend to my toileting needs most of the time and have gained more bowel and bladder control.
- Usually manage washing and drying my hands.
- Dress myself with help, e.g (puts arms into open fronted coat or shirt when held up, pull up my trousers, pull up my zipper once it is fastened at the bottom.

#### Literacy- Reading

I can...

- Enjoy rhyming and rhythmic activities.
- Show awareness of rhythm and alliteration.
- Recognise rhythm in spoken words.
- Listen to and join in with stories and poems, one to one and also in small groups.

- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Begin to be aware of the way stories are structured.
- Suggest how the story might end.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principle characters.
- Show interest in illustrations and print in book and print in the environment.
- Recognise familiar words and signs such as my own name and advertising logos.
- Look at books independently and handle them carefully.
- Understand that information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Understand that print conveys meaning, and, in English, is read from left to right and top to bottom.

### Literacy- Writing

I can...

- Give meaning to marks as I draw and paint.
- Ascribe meaning to marks that I see in different places.
- Begin to break the flow of speech into words.
- Continue a rhyming string.
- Hear and say the initial sound in words.
- Segment the sounds in simple words and blend them together.
- Link sounds to letters, naming and sounding letters of the alphabet.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

### Mathematics: Numbers

I can...

- Use some number names and number language spontaneously.
- Use some number names accurately in play.
- Recite numbers in order to 10.
- Know that numbers identify how many objects are in a set.
- Represent numbers using fingers, marks on paper and pictures.
- Match numeral and quantity correctly.
- Show curiosity about numbers by offering comments and asking questions.
- Compare two groups of objects, saying when I have the same number.
- Show an interest in number problems.
- Separate a group of three or four objects in different ways and begin to recognise the total is still the same.

- Show an interest in numerals in the environment.
- Show an interest in representing numbers.
- Realise that anything can be counted, including steps, claps or jumps.

### Numeracy- Shape, Space and Measure

I can...

- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities of shapes in the environment.
- Use positional language.
- Show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Show interest in shapes in the environment.
- Use shapes appropriately for tasks.
- Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

### Understanding the World- People and Communities

I can...

- Show an interest in the lives of people who are familiar to me.
- Remember and talk about significant events in my own experience.
- Recognise and describe special times or events for my family or friends.
- Show interest in different occupations and ways of life.
- Realise some of the things that make me unique, and can talk about some of the similarities and differences in relation to my friends and family.

### Understanding the World- The World

I can...

- Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.
- Talk about some of the things I have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Understand growth, decay and changes overtime.
- Show care and concern for living things and the environment.

## Understanding the World- Technology

I can...

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

## Expressive Art and Design- Exploring and Using Media and Materials

I can...

- Join in and enjoy dancing and ring games.
- Sing a few familiar songs.
- Begin to move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Explore and learn how sounds can be changed.
- Explore colour and how colours can be changed.
- Understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Use various construction materials.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.
- Understand that tools can be used for a purpose.

## Expressive Arts and Design- Being Imaginative

I can...

- Develop preferences for forms of expression.
- Use movement to express my feelings.
- Create movement in response to music.
- Sing to myself and make up simple songs.
- Make up rhythms.
- Notice what adults do and imitate what is observed and then do it spontaneously when the adult is not there.
- Engage in imaginative role-play based on own first-hand experiences.

- **Build stories around toys, e.g farm animals needing rescue from an armchair ‘cliff.’**
- **Use available resources to create props to support role-play.**
- **Capture experiences and responses with a range of media, such as music, dance and paint and other materials and words.**