

In Foundation Stage 1, we understand what it takes to become a good learner. We are positively engaged and learn through play and developing our interests.

RELATE

I can form positive relationships and become a happy, confident learner.

<p>Select and use activities and resources, with help when needed.</p>	<ul style="list-style-type: none"> ○ I am independent in my play ○ I can choose equipment for my play ○ I can tell you why I am playing with equipment ○ I can think about my play I can think and choose my own play challenges ○ I can use equipment correctly ○ I am confident in my play
<p>Develop their sense of responsibility and membership of a community.</p>	<ul style="list-style-type: none"> ○ I can be the handy helper ○ I can tidy up
<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<ul style="list-style-type: none"> ○ I know how to make the right choice ○ I understand why I need to always make right choices
<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<ul style="list-style-type: none"> ○ I can manage my emotions ○ I am beginning to express my needs appropriately ○ I am beginning to learn ways to calm myself down when I feel upset
<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.'</p>	<ul style="list-style-type: none"> ○ I can tell you when I am happy ○ I can tell you when I am sad ○ I can tell when I am angry or worried
<p>Begin to understand how others might be feeling.</p>	<p>Within story:</p> <ul style="list-style-type: none"> ○ I can tell you how a character may be feeling
<p>Observation checkpoint:</p>	<ul style="list-style-type: none"> ○ I can take turns with others ○ I can share ○ I can play alongside other children cooperatively ○ I use my key worker and familiar adults as a 'secure base' but I feel safe and happy to explore my environment independently ○ I reflect on what helps me to persevere when I find things hard ○ I comment on my 'thinking' and I am beginning to develop my metacognition

COMMUNICATE

I can develop my communication skills and follow instructions to achieve a desired outcome.

<p>Pay attention to more than one thing at a time, which can be difficult.</p>	<ul style="list-style-type: none"> ○ I enjoy listening to story and I can remember much of what happens ○ I can stop and listen when asked by an adult ○ I can share a book with my friend, talking through the pictures or repeating language I heard when it was read to me
<p>Use a wider range of vocabulary</p> <p>Understand a question or instruction that has two parts</p> <p>Understand 'why' questions</p>	<ul style="list-style-type: none"> ○ I have a wide vocabulary for a 3-4-year-old ○ I know several unfamiliar words and can use them in context ○ I will use a 'new' word in my speech ○ I understand an instruction with two parts, 'sit down and get out your dough' ○ I will attempt to answer 'why' questions ○ I will ask you 'why' when exploring things in play
<p>Develop communication, but may continue to have problems with irregular tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying some sounds.</p>	<ul style="list-style-type: none"> ○ I have a strong ability to communicate with others and they understand what I am saying clearly ○ I can speak in a full sentence during times of planning or reflection. ○ I have little need for an adult to speak/model sentences for me
<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>	<ul style="list-style-type: none"> ○ I can discuss elements of the story with anyone ○ I will verbally tell another child if I want them to do something different ○ I can initiate a conversation with an adult or my friend ○ I use talk clearly to organise my play
<p>Observation checkpoint:</p>	<ul style="list-style-type: none"> ○ I respond to my name when called, stop, look and listen ○ I use sentences of four to six words – "I want to play with cars" or "What are you doing?" ○ I can use sentences joined up with words like 'because', 'or', 'and'. For example, "I like oranges because they are juicy." ○ I can use the future and past tense: "I am going home now" and "I went to Jerudong Park." ○ I can answer (or ask) simple 'why' questions

HEALTH

I can move confidently in a range of ways and choose equipment to use in my play.

<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<ul style="list-style-type: none"> ○ I can make large circular movements and cross the midline ○ I can use a variety of media confidently to make marks and paint independently
<p>Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.</p>	<ul style="list-style-type: none"> ○ I am a confident runner ○ I can climb safely ○ I can ride a bike, trike, or scooter independently with confidence
<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<ul style="list-style-type: none"> ○ I can ask to play a game ○ I can independently do an action rhyme with actions ○ I can create my own dance to a piece of music
<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<ul style="list-style-type: none"> ○ I can choose the right equipment/ resources to do a challenge safely ○ I can ask others to help me solve a challenge that I am struggling physically to solve
<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<ul style="list-style-type: none"> ○ I can use scissors to snip the paper ○ I can grip my crayons to mark make and write messages ○ I can eat my snack with a fork or spoon and begin to cut my fruit ○ I can use a dominant hand to mark make and write
<p>Be increasingly independent as they get dressed and undressed and meet their own care needs, e.g. using the toilet, washing, and drying their hands thoroughly.</p>	<ul style="list-style-type: none"> ○ I can put on or take off my rain coat independently ○ I can put on my sandals or shoes and socks on Independently ○ I am totally independent in toilet hygiene ○ I can wash and dry my hands ○ I am consistently making healthy choices for myself
<p>Observation checkpoint:</p>	<ul style="list-style-type: none"> ○ I can choose healthy options ○ I can tell you why I need to clean my teeth ○ I can understand why I need to move my body ○ I am toilet trained ○ I am confident using the toilet ○ I am dry through the day

READ

I can explore rhymes and songs and I enjoy sharing stories with others.

<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> ○ I can pretend to read a book of the week ○ I can show the print in books ○ I can recognise my name in line up of names ○ I know we are reading when we share a book ○ I can point to writing on the interactive whiteboard ○ I can tell when it's time to turn the page
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> ○ I can tell you a simple rhyming pair ○ I will tell you in a story if words rhyme ○ I can tell you when you have missed out a word of a popular rhyme ○ I can use small world letters to spell out 'at' ○ I know h in front of 'at' is hat ○ I can tell you what five friends names beginning with (sound)

MESSAGE

I can make marks using a range of tools and write some letters of my name.

<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<ul style="list-style-type: none"> ○ I am confidently mark making ○ I can make random marks with my fingers and some tools: e.g. in dough, clay, sand ○ I can draw lines and circles ○ I draw and make mark by recreating what I see in the environment ○ I give meaning to my marks: "It's mummy" or "It's a dinosaur" or "HOT stands for Harry, Olivia, Tom" ○ I can emergent write simple lists and to add labels to my drawings
<p>Write some or all their name.</p>	<ul style="list-style-type: none"> ○ I am beginning to use zig-zags, anticlockwise movements and retrace vertical lines ○ I use language of directionality such as 'up, down, round and round' ○ I can write some or all the letters of my first name clearly and with correct directionality
<p>Write some letters accurately.</p>	<ul style="list-style-type: none"> ○ I hold my pen or pencil with a comfortable grip ○ I am beginning to write other letters

SOLVE

I can develop a strong sense of number and enjoy solving problems.

<p>Fast recognition of up to 3 objects, without having to count them individually (subitising).</p>	<ul style="list-style-type: none"> ○ I can see 1, 2 or 3 objects without counting them ○ I know that three is made up of one and a two, vice versa, or three ones ○ I know the pattern of numbers which make up four. I can show four in different ways ○ I notice quantities and amounts in my environment
<p>Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts: for example, showing the right number of objects to match a numeral, up to 5.</p>	<ul style="list-style-type: none"> ○ I can tell you 'how many' when I count a small set of objects (independently) ○ I can answer when you ask me 'how many' by counting and knowing the final number is the amount ○ I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me ○ When you show me a number (1,2,3,4,5) I can show the amount in objects
<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than.'</p>	<ul style="list-style-type: none"> ○ I can tally to count and record how many ○ I can complete a simple jigsaw (independently) ○ I know a simple number (forwards number) song such as 'Once I caught a fish alive' or 'One, two, buckle my shoe' ○ I can tell you straight away if I think the group of objects or people has more or less
<p>Make comparisons between objects relating to size, length, weight, and capacity.</p>	<ul style="list-style-type: none"> ○ I can compare objects and tell you about big and small/ long and short/ heavy and light ○ I can talk about full and empty containers ○ I can solve practical problems using the correct language to compare problems you give me ○ I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel
<p>Talk about and identifies the patterns around them. For example: stripes on clothes, design on rugs, wallpaper. Extend and create ABAB patterns. Notice and correct an error in repeating pattern.</p>	<ul style="list-style-type: none"> ○ I can notice different patterns in my environment ○ I can notice different patterns on animals ○ I can create a simple ABAB pattern and/or extend with ease an ABAB pattern ○ I can correct a mistake in a repeating pattern (independently)

UNIQUE

I can explore the world around me and talk about what I see.

<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be the princess in the game, and suggesting other ideas.</p>	<ul style="list-style-type: none">○ I can play with others○ I can extend my play through talk○ I can elaborate my play ideas through talk○ I can extend my play through additional resources○ I can elaborate my play through additional resources○ I can understand how to respond to my friends wishes○ I can play cooperatively with others
<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<ul style="list-style-type: none">○ I can tell which sense/s I need to use to explore my outdoor environment○ I can use taste, touch and my ears, to explore○ I can describe in extended vocabulary what I see○ I can explore materials and investigate different properties about them
<p>Explore how things work.</p>	<ul style="list-style-type: none">○ I can ask 'how does this work?'○ I can explore how things work○ I can use cogs, pulleys, and wind-up toys to explore how things work
<p>Talk about the differences between materials and changes they notice.</p>	<ul style="list-style-type: none">○ I can bake and explore ingredients for a variety of recipes○ I can tell you what happens when something goes into the oven○ I know chocolate melts○ I can make ice melt in a variety of ways
<p>Show interest in different occupations.</p>	<ul style="list-style-type: none">○ I can tell two people that help me in school○ I can tell you about someone with a helpful job (cleaner, doctor, soldier, police officer)○ I can use clear vocabulary to explain their job

CREATE

I use a variety of skills and media to create models, artwork and songs.

<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<ul style="list-style-type: none"> ○ I can concentrate in small world play for more than 5 mins ○ I can recreate story in small world trays ○ I can build with purpose ○ I can build a den ○ I can tell you the 'rules' in my play
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<ul style="list-style-type: none"> ○ I can think about what I am creating ○ I can tell you why I chose the junk to make the item ○ I can stick and glue to create my design ○ I can adapt my design ○ I can tell you what I like and what I want to change
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<ul style="list-style-type: none"> ○ I can use the shapes I draw (freely) to represent objects
<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>	<ul style="list-style-type: none"> ○ I am beginning to draw a person with features ○ I can draw and you can see what I am representing ○ I can draw an object. I can look at my drawing and add detail ○ I can use colour to express feelings of happy ○ I know when I mix two colours, I will make a different one
<p>Create their own songs or improvise a song around one they know.</p>	<ul style="list-style-type: none"> ○ I can create a new song