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| To become a Confident Communicator | I can listen carefully in different situations | I can begin to hold a conversation with friends and adults | I can use new vocabulary to explain ideas and feelings |
| 18 months to 2 years | * I can listen in a one to one situation
* I can follow a one step instruction
 | * I can begin to communicate my own ideas
* I can name objects and begin to introduce sentences
 |  |
| 3 years | * I can follow a two step instruction
 | * I can hold a simple conversation, based on my own interests
 | * I can use a wider range of vocabulary
 |
| School Ready | * I can sit and listen in a group situation
 | * I can hold a conversation with friend or adult based on other’s interests
 | * I can use and understand a complex range of vocabualry
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| To become an Independent Individual | I can follow the rainbow rules | I can manage my own personal needs  | I can set simple goals and persevere to achieve them  |
| 18 months to 2 years | * I can begin to understand boundaries
 | * I am beginning to come and ask for help
* I can feed myself
* I am beginning to understand and have my own preferences
 | * I am beginning to understand personal goals
 |
| 3 years | * I can begin to follow the rainbow rules
 | * I am fully toilet trained
* I can eat with a knife and fork
 | * I can set personal goals for myself, and can gain support to persevere with them
 |
| School Ready | * I can be self reflective and support others with the rainbow rules
 | * I can put my own coat on and beginning to do the zip
* I can put my own socks and shoes on
* I can put my bag and lunch bag in the right place
 | * I can be self reflective on a goal I have achieved.
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| To become a Fantastic Friend | I can be kind, caring and helpful | I can begin to play with others and try to consider their feelings and ideas  | I know we are all special  |
| 18 months to 2 years | * I have awareness of other children
 | * I am playing alongside other children
 | * I am beginning to be aware that I am special
 |
| 3 years | * I am beginning to understand that people can feel different to me and that’s ok
 | * I am beginning to play with others and share resources
 | * I know what’s special about me and I am noticing other’s differences
 |
| School Ready | * I can show empathy and respect to others
 | * I can consider other children’s feelings and ideas in play
 | * I am beginning to understand children have different beliefs and have different celebrations
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| To become an Exceptional Explorer | I can show curiosity about the world around me | I can choose resources to make my own creations | I can explore maths in the world around me |
| 18 months to 2 years | * I can explore natural materials, such as sand and water
 | * I can begin to select resources in play
 | * I can empty and fill objects
* I am beginning to count / sequence up to 3
 |
| 3 years | * I am beginning to investigate the world around me, including cause and effect
 | * With support I am beginning to select resources to build, construct and create with
 | * I can independently count to 5
* I am beginning to subitise
* I am beginning to use and understand mathematical vocabulary
 |
| School Ready | * I can ask questions and notice differences in the world around me
* I can begin to make predictions – such as sink and float etc
 | * I can plan and select resources to build, construct and create
 | * I am using mathematical language to investigate the world around me
* I understand the pattern / sequences of numbers
* I can link a numeral with it’s amount
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| To become an Amazing Athlete | I can show strength, balance and co-ordination when playing | I can move confidently and safely in a variety of ways | I can carefully and confidently take risks |
| 18 months to 2 years | * I can confidently walk and run
 | * I can confidently walk and run
* I am beginning to move to music and climb
 | * I am beginning to understand risk and danger
 |
| 3 years | * I am beginning to understand what my body is capable of
 | * I am beginning to understand what my body is capable of
* I can follow a sequence of movements
* I am climbing confidently
 | * I have an awareness of danger and I am beginning to risk assess for myself
 |
| School Ready | * I can use my body in a variety of ways
 | * I can use my body in a variety of ways
* I will take risks and climb a variety of equipment, and jump from them
 | * I can independently risk assess and I am beginning to know how to reduce the risk
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| To become a Talented Tool User | I can use a range of tools safely and with confidence |
| 18 months to 2 years | * I can use a fork and spoon to feed myself
* I can use large chalks to make marks with
* I can use paintbrushes to explore paint with
 |
| 3 years | * I am beginning to use scissors
* I can use a knife and fork to eat with
* I can chop well with a knife
* I can use paintbrushes to create my own paintings
* I can use chunky crayons to make marks with
 |
| School Ready | * I can use precise tools
* I am confident with using scissors and can make snips with them independently
* I can use tweezers to pick objects up
* I can use pencils to draw with
* I can use pencils to write with, and I am beginning to form recognisable letters
* I can use hammers and screwdrivers
* I know which tools I need to use for the activity I am at, or for the goal I want to achieve
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| To become a Brilliant Bookworm | I have a love of reading | I can role play and retell familiar stories |
| 18 months to 2 years | * I show interest in books and beginning to turn the pages
 | * I am beginning to role play simply.
 |
| 3 years | * I am joining in with repeated refrains
 | * I can role play familiar situations
* I can develop play around stories using props
 |
| School Ready | * I have a knowledge of key texts
 | * I can retell a common / longer story
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