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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 |