



Spread The Happiness – EYFS ‘I can statements’ RECEPTION

Communication and Language		
Children in reception will be learning to:	Emerging	Expected
Understand how to listen carefully and why listening is important.	1. I am beginning to listen during carpet time 2. I am learning to listen to rhymes 3. I can lay and listen to sounds you make or play	1. I know when to listen 2. I can listen for an extended period of time (5-10 mins) 3. I can tell you about what you just said or what I just heard
Learn new vocabulary.	1. I am learning new vocabulary all the time 2. I am beginning to use new vocabulary in play	1. I have an increasing vocabulary to draw on in conversation 2. I know how to speak appropriately for the subject 3. I can use new vocabulary instantly
Use new vocabulary through the day.	1. I am listening to new vocabulary modelled to me 2. I am attempting to use new vocabulary	1. I can use new vocabulary during the day 2. I can use new vocabulary when it is appropriate

Ask questions to find out more and to check they understand what has been said to them.	1. I am beginning to answer questions asked to me by an adult 2. I am beginning to show understanding when asked a question	1. I can answer any question asked 2. I show clear understanding of what has been said to me 3. I will follow instructions
Articulate their ideas and thoughts in well-formed sentences.	1. I am beginning to use full sentences in my PDR 2. I am beginning to use full sentences in my play 3. I will listen to an adult modelling and beginning to copy	1. I can speak clearly 2. I can speak in full sentences 3. I am speaking in full sentences with a variety of vocabulary

Connect one idea or action to another using a range of connectives.	1. I will give a review using a simple sentence	1. I will give a review using a variety of connectives (and, then, before, first)
Describe events in some detail.	1. I am beginning to describe events in my play	1. I can easily describe orally the events of my morning or afternoon
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	1. I can think out loud about things 2. I am beginning to talk with others to solve problems 3. I am hearing adults say 'I think' 'you could' and 'it might be' as models	1. I can think aloud to solve a problem 2. I will clearly talk to my friends in play and in learning 3. I use words like 'I think its...', 'you could ...' and 'it might be...'
Develop social phrases.	1. I am beginning to learn social phrases like good morning, good bye and please and thank you	1. I clearly know social phrases and use them correctly
Engage in storytimes.	1. I can listen and I am beginning to want to answer questions	1. I always listen and then attempt to answer questions which show comprehension of the story.

Listen to and talk about stories to build familiarity and understanding.	1. I can select a familiar story for you to read 2. I have a favourite story 3. I can tell you one character name	1. I can listen to a story and decide if I have enjoyed it 2. I can tell you my favourite book and the characters within it 3. I can tell you the problem within a story 4. I can tell you how a story works out
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	1. I am beginning to participate in role play around the story 2. I am beginning to be familiar with a favourite story 3. I will use some of my own words to describe a story	1. I can role play the weeks story 2. I can be a character from a story 3. I can tell you the plot 4. I can tell you what happens 3. I can walk a story through using my own words to describe the part we are at
Use new vocabulary in different contexts.	1. I am beginning to use story talk	2. I can talk like the story through the day, 'Im going on a bear hunt', mmm Gruffalo crumble

Listen carefully to rhymes and songs, paying attention to how they sound.	1. I can listen to rhyme or song 2. I can begin to say if I enjoyed the rhyme or song	1. I can listen to a rhyme or song and repeat it 2. I can use rhyme to have fun (even if it doesn't make sense) 3. I can respond appropriately to a song that requires a response
Learn rhymes, poems and songs.	1. I am beginning to learn a rhyme, a poem and a song	1. I know a rhyme, a poem and a song off by heart

Engage in non-fiction books.	1. I am looking at non fiction books	1. I know non fiction is a book of information
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	1. I am using non fiction to find information with an adult 2. I am beginning to learn two non fiction facts about a subject 3. I have a new word to share from our fact finding	1. I know to use non fiction to found out some facts that are true 2. I know four facts about a subject from a non fiction book (adult read) 3. I can share new words around the subject from my facts

Personal, Social and Emotional Development

Children in reception will be learning to:	Emerging	Expecting
See themselves as a valuable individual.	I am beginning to initiate a conversation. I can tell you what I like. I can tell you about my family. I have a sense of pride in myself.	I can initiate a conversation. I can tell you what I don't like and why I don't like it. I can tell you about my family's roles and interests. I am a confident individual.
Build constructive and respectful relationships.	I am beginning to listen to an adult. I am beginning to listen to my friend. I am beginning to be kind to others. I am beginning to have regular friends that are good for me. I can make the right choice most of the time.	I can listen to an adult. I can listen to my friend. I can be kind to others. I have regular friends that are good for me. I can make the right choice all of the time. I need little support from an adult to make the right choice.

Express their feelings and consider the feelings of others.	I am beginning to model the right choice during times when the whole class are together. I am beginning to gain more praise for my right choices. I am beginning to understand the class rewards system.	I can model the right choice during times when the whole class are together. I am consistently gaining more praise for my right choices. I understand the class rewards system.
Show resilience and perseverance in the face of challenge.	I am beginning to observe other children's work. I am beginning to compliment my friends good work. I am learning how to review my friend's model and make suggestions for improvement.	I can observe other children's work and tell them what I like. I can complement my friend's good work. I can positively review my friend's model and make suggestions for improvement.
Identify and moderate their own feelings socially and emotionally.	I am beginning to be able to calm myself down after I become upset.	I can calm myself down. I can recognise when I am not making the right choice.
Think about the perspectives of others.	I can listen to a story and think about the feelings of the characters. I can think about challenges within our circle times.	I can offer talk to understand how a character maybe feeling. I can talk and solve challenges with simple solutions within the circle time.
Manage their own needs.	I am beginning to understand the need for hygiene with adult support.	I can manage my own hygiene. I can choose a healthy snack. I understand why I need fruit and veg

Physical Development		
Children in reception will be learning to:	Emerging	Expected
Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	I am beginning to move by... - rolling - crawling - walking - jumping - running - hopping - skipping climbing	I can confidently roll. I can confidently crawl. I can confidently: - walking - jumping - running - hopping - skipping climbing
Progress towards a more fluent style of moving, with developing control and grace.	I am learning to move confidently. I can do a physical challenge when instructed and extended by an adult. I am beginning to climb higher. I am beginning to jump farther. I am beginning to run faster. I am beginning to be still for more than one minute.	I can move with confidence, control and grace. I can successfully complete a physical challenge. I can run faster. I can climb higher. I can jump farther. I can challenge myself physically. I can be still and quiet.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	I can get out of breath easily. I am learning to spin within squiggle. I can seesaw. I can slide. I can move my full body during squiggle dance time. I am beginning to bounce on a space hopper.	I know why I get out of breath. I move with coordination and balance – independently. I can squiggle in a spiral dance. I can squiggle in a laid down 8. I can bounce on a space hopper and move fast.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	I can do a simple dough disco. (moves 1-5) I am beginning to cut with knives. I am beginning to mark make for squiggle. I can hold a spoon to eat.	I can dough disco with many moves. I can create my own dough disco moves. I can cut shapes with scissors. (not templates) I can cut soft things with knife. I can draw with a variety of apparatus. I can mark make within squiggle. I can use cutlery with confidence.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	I can sit on the floor with my legs stretched out. I can sit on the floor with my legs bent underneath me. I am beginning to cross my legs.	I can sit on the floor with my legs crossed. I can sit with my arms folded. I can sit on a chair. I can sit at a table with my legs underneath the table.
Combine different movements with ease and fluency.	I can move around an obstacle course with adult support. I can jump over a line . I can lay on a cushion.	I can confidently move around an obstacle course. I can jump into and out of a hoop. I can skip with a skipping rope, turned by an adult.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	I am beginning to use small apparatus outside. I am beginning to use large apparatus outside. I can use small world to role play. I can build with blocks. I can climb a slide steps.	I can use balls correctly. I can manage a wheel barrow. I can build a den. I can use a slide. I can roll a tyre. I can use the monkey bars.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	I am learning to: Throw a ball Catch a ball Kick a ball Pass a ball I can hold a bat. I am developing confidence of movement with balls.	I can throw a ball. I can aim at something when I throw. I can catch a ball. I can kick a ball. I can kick a ball at a target. I can pass a ball. I can hold a bat to hit a ball. I am confident in my movement and handling of balls.
Develop the foundations of a handwriting style which is fast, accurate and efficient.	I can do 5 squiggle drawings. I can mark make. I can add letters to my marks. I can squiggle the movements in marks in the squiggle zone. I am beginning to form letters from my squiggle.	I have completed squiggles 9 letter formation dances and drawings. I can write letters. I can write letters correctly. I can write using letters. I can write my first and second name.
Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	I can tell you about why I brush my teeth. I can tell you why I eat fruit. I can tell you why I hold an adult's hand near the road.	I can tell you about why raising my heart rate is good for me. I understand the five a day rule. I know lots of time on my device isn't good for me. I understand the need for sleep. I understand how to cross the road safely.

Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene	I am beginning to line up without fuss when asked. I can tell when in the routine it is time for dinner. I know I need to wash my hands.	I can line up and show you I'm ready. I can tell you our daily routine. I know when we eat snack. I know why I need to wash my hands and when.
---	---	--

Literacy		
Children in reception will be learning to:	Emerging	Expected
Read individual letters by saying the sounds for them.	I can tell you 13 initial sounds.	I know all 26 letter sounds.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	I am beginning to blend sounds to read short phonetic words.	I can blend phonetic sounds to read short words.
Read some letter groups that each represent one sound and say sounds for them.	I am beginning to sound sh, ch, th.	I can sound out with phonic knowledge shop, chop, that, chin. I can tell you ee I can tell you igh I am reading longer words.
Read a few common exception words matched to the school's phonic programme.	I can read my name.	I can read and recognise my red words.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	I am beginning to read.	I can read age appropriate book.
---	-------------------------	----------------------------------

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	I am beginning to read at home.	I can read my reading book at home.
Form lower-case and capital letters correctly.	I can form letters from the alphabet.	I can write capital letters.
Spell words by identifying the sounds and then writing the sound with letter/s.	I can write five simple words. (up, at, I, me, my)	I can spell my red words.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	I can mark make for my review. I can read my review mark making and tell you what it says. I am beginning to add initial sounds for words.	I can write a short sentence. I can use a full stop. I can use finger spaces. I can use and to extend my short sentence. I can use a capital letter. I can read my sentence to you. You can read my writing and understand it.
Re-read what they have written to check that it makes sense.	I read my review sentence to you.	You can read my review sentence without me.

Mathematics		
Children in reception will be learning to:	Emerging	Expected
Count objects, actions and sounds.	- I can count out 3 objects when asked and then I'm beginning to count out objects to 5 - I am beginning to say how many when counting with support	- I can count out objects to 10 - I can match objects to number amounts - I can tell you how many by counting out loud - I can guess 'how many' with near

	3. I can count 'how many' out loud with support 4. I can give you 4,5,6, objects when asked with support 5. I can sing a simple counting rhyme with you, for example 1,2,3,4,5 once I caught a fish alive 6. I can count in my play based learning 7. I can count with a group to find an answer I am beginning to recognise numbers to 10	accuracy showing I know 'how many' that number might look like in objects 5. When you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence 6. I can sing and action a counting song, for example one little duck went swimming on e day (forwards) 7. I know when to use my counting skills I can recognise numbers to 10 and beyond (to 20)
--	---	--

Subitise.	1. I am beginning to use a dice to recognise numbers through dots 2. I am working daily with objects 1,2,3,4,5 to be able to recognise instantly the number the represent 3. I can show you 1,2,3,4,5 on my fingers	1. I can roll a dice and tell you the number I land on 2. I can recognise instantly 1-6 objects or dots 3. I can tell you numbers as they are revealed to me 4. I can show you 5-10 on my fingers
-----------	---	--

Link the number symbol (numeral) with its cardinal number value.	1. I am beginning to understand the value of 1-5 2. I am beginning to use Numicon to display numbers value 3. I am exploring other ways to record number quantities (tallies, dots and number cards)	1. I can show in objects the value of 1-10 2. I can show you a number identity with Numicon pieces 3. I can record number quantities with tallies, dots and numbers 4. I can write numbers 0-10
--	--	--

Count beyond ten.	1. I am beginning to count to 10 independently 2. I am beginning to count beyond 10 3. I can recognise a number line 4. I am looking for numbers in my environment to recognise I can recognise numbers to 10	1. I can count beyond 10 to 20 independently 2. I can count in 10's to 100 3. I can count along a number line 4. I can recognise numbers in the environment and tell you what they might be I recognise that my counting in tens looks like 10,20,30,40, 50 ...
Compare numbers.	1. I am beginning to compare number amounts 1,2,3,4,5 2. I can recognise when the number is the same in amounts 3. I am beginning to talk about amounts as more than and less than, fewer and equal to	1. I can compare number amounts up to 20 2. I can recognise and say this amount is the same and I'm beginning to understand 'equal to' 3. I can distribute an amount evenly to recipients (snack to peers), cubes in a game, cards in a card game
Understand the 'one more than/one less than' relationship between consecutive numbers.	1. I can understand 1 and then one more makes 2 2. I can count 1,2,3,4,5 with objects and add one more to make the next number 3. I can sing simple songs predicting how many when we add one more 4. I can complete a simple jigsaw	1. I can understand one more when asked 'one more than ...' to 10 2. I can count 1-10 adding one more object to make the correct amount 3. I can line up 10 and tell you 1 less back to 0 4. I can complete an age appropriate jigsaw puzzle
Explore the composition of numbers to 10.	1. I know my numbers 1,2,3,4,5 and I can match objects or Numicon 2. I am beginning to understand numbers represented on a dice 3. I am beginning to double my numbers 1,2,3,4 and 5	1. I can tell the doubles of 1,2,3,4,5 2. I can show doubles in objects 3. I can write the doubles in a simple number sentence $1+1=2$, $2+2=4$ 4. I can mental recall doubles when asked

Automatically recall number bonds for numbers 0–10.	1. I am beginning to divide up my 10 objects into two groups. 2. I am beginning to know $5+5=10$ (with adult modelling number sentence) 3. I am beginning to know $2+2=4$ 4. I am beginning to know $1+1=2$ 5. I am beginning to use my number knowledge to solve everyday problems	1. I know 'how many' added makes 2-10 by dividing groups into two 2. I know $1+2=3$, $3+2=5$, $3+3=6$, $3+4=7$, $4+4=8$, $5+4=9$ 3. I can tell you in a problem how many more we need to make the number to 10 4. I can use a number frame and tell you how many more to make the number I have mastered the technique of knowing how many make the number to 10
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	1. I can find a simple shape when asked 2. I can build with a variety of construction 3. I can select blocks to build a structure 4. I can begin to copy a simple 2D pattern I can build with 3D shapes	1. I can build and then come back and restructure with additions the next day 2. I can name 2D shapes including pentagons, hexagons and octagons 3. I can complete a complex puzzle
Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.	1. I am beginning to make pictures with shapes 2. I can make patterns with several sided shapes I can begin to recognise shapes in my environment	1. I can add to my simple 2D shape picture by exploring the combining of shapes to make new ones 2. I can find a 2D shape in the environment I can find a 3D shape in the environment
Continue, copy and create repeating patterns.	1. I am beginning to continue and replicate patterns (AB, ABB, ABBC) 2. I am beginning to see mistakes in a pattern I am enjoying exploring patterns	1. I can make an independent pattern and challenge my friend to complete it 2. I can easily see a mistake in a pattern and correct it I enjoy making patterns and challenging myself to improve the complexity

Compare length, weight and capacity.	1. I can use the words long and short 2. I can use the words heavy and light 3. I am exploring the scales for balance purposes 4. I can use the words full and empty	1. I can tell you if it is longer or shorter than a pencil 2. I can order two things according to length 3. I can order two things according to weight 4. I can order two things saying which will hold the most
--------------------------------------	---	---

Understanding the World		
Children in reception will be learning to:	Emerging	Expected
Talk about members of their immediate family and community.	I can draw my family. I can tell you about them from my drawing. I can share a family photo that is a happy memory.	I can tell you what my family likes and dislikes. I can tell you what they do when I'm at school. I can share something from home to tell you more about my family. I can answer questions about my family life.
Name and describe people who are familiar to them.	I know who I can ask to help me in school. I know the name of the head teacher what they do. I know the school secretary and what they do.	I can tell three members of staff from the school and their roles. I can tell you what people in our community do to help us.
Comment on images of familiar situations in the past.	I can tell you 'this is old'.	I can explore old artifacts and tell you why they are old.

Compare and contrast characters from stories, including figures from the past.	I can tell you if a character in a story is old. I can tell you if this story is about the past. I am beginning to learn traditional stories from the past. Guy Fawkes, Christmas story, Easter story	I can tell you about the present. I can tell you a story from the past. I can tell you a fairy tale. I can tell you the theme from the tale. I can tell you about the characters. I can tell you a traditional tale from another culture.
Draw information from a simple map.	I can show you a map. I can explore a simple map. I can make a treasure map with X marking the treasure spot.	I can explore a google map of our school. I can show you features. I can look at a local street or railway map and explore our area.
Understand that some places are special to members of their community.	I can tell the building is a church. I can go to assembly to worship. I can listen to people from different religions and cultures with interest.	I can tell you it's a church, synagogue, Mosque, Gurudwara. I can tell you characteristics of other religions and cultures. I can tell you what places of worship are near our school. I can ask a visitor questions about different religions and cultures.

Recognise that people have different beliefs and celebrate special times in different ways.	I can tell you about my beliefs. I can tell you what my family celebrate. I can explore our schools collective worship time.	I can talk about my beliefs and celebrations with passion. I can tell you about someone else and what they believe and celebrate. I celebrate differences with a positive attitude.
Recognise some similarities and differences between life in this country and life in other countries.	I can tell you where I live – town and country. I can tell you about where I live, my home style and favourite thing to do here. I am beginning to know about people around the world.	I can tell you about a place in the world I would like to go and why. I can explore a different country. I can see this country is different to where I live. I can explore a celebration of a different kind and tell you what I liked.
Explore the natural world around them.	I can play outdoors.	I can explore my outdoor environment. I can explore my outdoors to experience changes, weather and physical challenges.
Describe what they see, hear and feel whilst outside.	I can observe the natural world outside my classroom. I am beginning to use descriptive words to describe what I see outdoors. I can identify a plant. I can identify an animal.	I can use my senses to explore the natural world. I can climb to explore. I can explore unfamiliar areas in the outdoors. I can show you I'm interested in the outdoors I can tell you familiar plants and name them. I can tell the difference between bushes and trees. I can say bird names familiar to my outdoors. I can say animal names.

Recognise some environments that are different to the one in which they live.	I can tell you I live in a town. I can tell you the nearest city.	I can tell you where I live and describe its features. I can tell you about the countryside and why its different to where I live. I can tell you its natural. I can tell you its manmade.
Understand the effect of changing seasons on the natural world around them.	I can talk about the weather. I can tell you if I need a coat. I observe changes in weather. I am beginning to learn about the seasons.	I can tell you about winter. I can tell you about spring. I can tell you about summer. I can tell you about Autumn.

Expressive Arts and Design		
Children in reception will be learning to:	Emerging	Expected
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	I can mix colours and know the colour I want to create. I can create my own independent creations.	I can mix colours and add white or black correctly to get the colour I want. I can create creations over a few days. I can observe my creation and make changes. I create creations in a team.
Listen attentively, move to and talk about music, expressing their feelings and responses.	I can chose a song I like to dance to.	I can move my body in a variety of ways to a song I like. I can listen to a variety of music. I like to listen to different styles of music.
Watch and talk about dance and performance art, expressing their feelings and responses.	I can watch a simple performance. I can tell you if I like a show I've watched.	I can watch a performance with enjoyment. I can tell you about the show I watched and discuss.
Sing in a group or on their own, increasingly matching the pitch and following the melody.	I can sing on my own. I can sing in a group.	I can sing in tune. I can sing in a group making it sound nice.

Develop storylines in their pretend play.	I can pretend play. I can imaginative play.	I can use enhancements to extend my pretend play. I can create or ask for enhancements to extend my imaginative play.
Explore and engage in music making and dance, performing solo or in groups.	I can engage in music making. I can explore music. I can dance along. I can do a simple performance.	I can engage in music and follow a story map creating a musical accompaniment. I can perform in a performance. I can dance in a sequence of learnt moves.