

### Communication and Language

- I can begin to use my PECS book in a wider variety of lessons.
- I can begin to sound out the first sound of some commonly used words.
- I can find the symbols I need in my PECS book independently.
- I can actively take part in my talk boost/morning group.
- I can begin to locate my PECS book with more independence.
- I can use a wider variety of switches.
- I can use vocalisations, gestures and eye contact more consistently to communicate my needs and wants.

### Literacy - Daily

- I can independently trace my first name.
- I can begin to spell some basic CVC words.
- I can independently point to things in the story when asked.
- I can independently find something in the room that begins with a specific letter.
- I can begin to point to things in the story with some minimal adult prompts.
- I can recognise and match some environmental sounds.
- I can show curiosity in sharing a story with a familiar adult.
- I can explore a range of sensory media relating to people who help us.
- I can show anticipation to a sensory story relating to

### Maths - Daily

#### Week 1 & 2 – Measurement/Weight

- I can independently and consistently locate the heavier object between a choice of 2.
- I can begin to locate the heavier object between a choice of 2 with reduced adult prompts.
- I can begin to show anticipation of a heavy object with adult support.
- I can show curiosity in exploring a variety of different weights with adult support.

#### Week 3- Money

- I can independently and confidently recognise and locate at least 2 familiar coins when asked.
- I can recognise and locate at least 1 familiar coin when asked.
- I can sort and match coins to the correct photo with minimal adult prompts.
- I can show curiosity and explore a money sensory bag with adult support.

#### Week 4 – Number - Calculating

- I can complete a number hunt independently (up to the number 10).
- I can complete a number hunt with minimal adult support (up to the number 5).
- I can confidently and consistently recognise numbers 1-3.
- I can begin to show anticipation that something will happen on the count of “1,2 and 3”.

#### Week 5 & 6 – Measurement Volume/Capacity

- I can independently show half full and empty using solid objects.
- I can show half full and empty using solid objects with reduced adult prompts.
- I can show half full and empty using solid objects with adult support.
- I can explore and engage in filling up and emptying containers using solid objects with adult support.

### **I Cans**

### **Samantha's Class**

### **Summer Term 1 – Once Upon a Time**

### Physical Development / Fine Motor

- I can independently and consistently stop when given a cue.
- I can independently and appropriately use a pair of scissors.
- I can stop what I am doing when given a cue.
- I can begin to use a pair of scissors with adult support.
- I can begin to show recognition of a cue to stop.
- I can use crocodile scissors with adult support.
- I can explore and engage in a variety of P.E equipment with adult support.
- I can become more consistent using a dominant hand when mark making.

### Personal, Social and Emotional Development

- I can independently name some of the people in the photograph using my preferred method of communication.
- I can independently communicate who's turn it is next in a game/activity.
- I can independently seek/ point out members of my family in photographs.
- I can happily take turns at a game/activity with a familiar adult.
- I can begin to show some recognition of a member of my family through photographs.
- I can begin to take turns at a game/activity with a familiar adult.
- I can show recognition and turn towards the voice of a familiar adult.
- I can show happiness through sharing a game/activity with a peer through gestures, facial expressions and vocalisations.

**I Cans**  
**Samantha's Class**  
**Summer Term 1 – Once Upon a Time**

**Expressive Arts and Design**

**Art**

I can independently create a masterpiece relating to the seaside using shells.

I can independently communicate and choose which tools

I would like to use to create my seaside masterpiece.

I can use a variety of different art tools with reduced adult support when creating a seaside masterpiece.

I can independently explore a variety of art materials and textures relating to the seaside.

**Food Technology**

I can follow a simple pictorial recipe independently without any adult support.

I can follow a simple pictorial recipe to make simple party food with minimal adult prompts.

I can follow simple pictorial instructions to make simple party foods with adult support.

I can show curiosity and explore a variety of ingredients used to make simple party foods with adult support.

**Music**

I can independently request a piece of music I would like to listen to using my chosen method of communication.

I can choose a piece of music I would like to listen to from a choice of 2 using my chosen method of communication.

I can consistently show a preference and anticipation to favourite songs and music.

I can begin to show a preference and anticipation to favourite songs and music with adult support.

**Understanding the World**

I can independently name some animals that could be found at the beach using my chosen method of communication.

I can independently match some animals that could be found at the beach using visual prompts.

I can begin to match some animals that could be found at the beach with adult support.

I can explore and show curiosity in the different types of animals that could be found at the beach.

**Computing**

I can independently complete a self-portrait jigsaw on jigsaw maker.

I can partially complete a self-portrait jigsaw on jigsaw maker with reduced adult support.

I can complete a self-portrait jigsaw on jigsaw maker with adult support.

I can explore a cause and effect action on the interactive whiteboard with reduced adult support.

**History**

I can identify and sort objects that can be found at the seaside from past and present.

I can identify and sort objects that can be found at the seaside from past and present with adult support.

I can explore objects that can be found at the seaside from past and present independently.

I can explore objects that can be found at the seaside from past and present with adult support.