

Spring Term In Reception

PSED

Self Regulation

- Can follow several instructions
. Can repeat back the instructions
. Can give instructions to each other.
. Can follow instructions in the correct order
Expresses his/her feelings and considers the feelings of others
. Begin to negotiate and solve problems with others
. Explain how their behaviour has affected others
Can begin to set own goals
. Identify what they need to meet their goal
. Seek assistance if needed
. Be willing to keep trying to achieve their end goal

Managing Self

- Understands some healthy food choices
. Can identify healthy food types
. Understands why healthy food choices are important
Can follow the class rules
. Understands their actions have consequences
. Can accept the consequence of their action and move on
. Learn from their mistakes
. Recognises that rules must be followed regardless of care giver or environment
Shows resilience and perseverance in the face of challenge
. Tries different ways to do things
. Not afraid to fail

Building Relationships

- Builds constructive and respectful relationships.
. Begins to form friendships with others
. Will include others in their play
. Respectful to everyone in the setting
. Understands everyone is different
. Can recognise how we are similar to each other
. Can recognise we have differences to each other
. Knows what makes them unique
Attends to and takes account of what others say
. Hold a two way conversation
. Finds a compromise
. Takes account of others opinions

Communication and Language

Listening, attention and understanding

- Understands how to listen carefully and why listening is important
. Can follow class/ school rules and routines
. Can repeat instructions
. Can listen to others in small/ large groups
. Can wait their turn in conversation and discussion
Listens to and talk about stories to build familiarity and understanding.
. Talks about the key features of stories
. Understands the meanings and morals in stories
. Recap stories – beginning, middle and end
. Engages in non-fiction books.

Speaking

- Can connect one idea or action to another using a range of connectives.
. Use imaginative language in their play
. Begin to use connectives when speaking/ sharing news
. Working collaboratively using language to explain their thinking
Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words.
Experiment with rhyme and song
. explore nonsense rhyming sounds/ words/ sentences
. Complete rhyming sentences.
. Introduce poetry
. Write class poems in shared reading
Asks questions to find out more and to check he/she understands what has been said to him/her
. Hot seating to be introduced to questions
. Can clarify instruction
. Answers questions
. Ask simple questions of others
Uses vocabulary in specific context
. Uses correct vocabulary during adult focused times
. Uses correct vocabulary to answer questions.
. Can give an explanation using new vocabulary showing understanding
Uses social phrases accurately without prompting



Physical Development

Gross Motor Skills

- Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. (Gross Motor Skills)
. Set up and use own obstacle courses
. Complete challenges that practise key skills
. Is progressing towards a more fluent style of moving, with developing control and grace.
Is further developing and refining a range of skills including: throwing, catching, kicking, passing, batting and aiming.
. I can perform a range of small skills and link two movements together
. I can work sensibly with others, taking turns and sharing
. Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine.
. I know how to brush my teeth and why I need to keep them healthy.

Fine Motor Skills

- Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
. Daily dough disco
. I can complete a weekly funky fingers challenge
I can feed myself with a knife and fork
. I can follow lines with scissors
. I can colour within the lines
. Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips.
. Begins to form recognisable letters.
. Can form letters correctly with correct orientation



Mathematics

Number

Links numeral with cardinal number value

Knows that a number can be partitioned into more than 2 numbers

. Introduce 0

. Compare and compose numbers to 5

. Use part-part-whole model

. Make pairs

. Combine 2 groups

. Comparing numbers to 10

. can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bit bigger than 2.

Numerical patterns

. Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can

Can select, rotate and manipulate shapes in order to develop spatial reasoning skills.

. 3D shape patterns

Use the language of Measure.

. Measure capacity

. Can compare length, weight time and capacity

. Knows days of the week.

. Sequence of the day



Understanding the World

Past and Present

Talks about members of his/her immediate family and community

. Comments on images of familiar situations in the past.

Is able to compare and contrast characters from stories, including figures from the past.

People, culture and communities

Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Understands that some places are special to members of his/her community.

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The Natural World

Recognises some environments that are different to the one in which he/she lives.

Understands the effect of changing seasons on the natural world around him/her.



Literacy

Comprehension

To retell stories – beginning, middle and end

. Act out stories they have heard

. Responding to questions from story books

. Can share their ideas about the story

Identify story structure

Uses vocabulary influenced by stories

Reading

Can read a few common exception words matched to the school's phonic programme.

Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences

Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Writing

Writes some letters accurately

. Can form all letters clearly

. Can begin to show an awareness of tall and short letters

. Can write cvc words confidently.

. Can attempt a simple caption or sentence with minimal support.

. Use sounds with more than one letter in their writing

. Can spell words using an appropriate phoneme

. Begins to write simple sentences

. Can complete hold a sentence activities in Phonics

. Can begin to write a simple 3 word caption such as 'a red hen'.

. Can complete weekly writing challenge independently.



Expressive Art and Design

Creating with Materials

Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings

. Can create for a purpose

. Selects appropriate colours and materials

. Can use different sized brushes

. Begins to explore colour and colour-mixing

. Creates collaboratively sharing ideas, resources and skills

. Is drawing with increasing complexity and detail, such as representing a face with a circle and including details

Being Imaginative and Expressive

Makes use of props and materials when role playing characters in narratives and stories

. Uses props to help act out and retell stories

. Use the role-play and small world areas to develop own narratives

