

# 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
- . Not 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
- . Us 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 began 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

