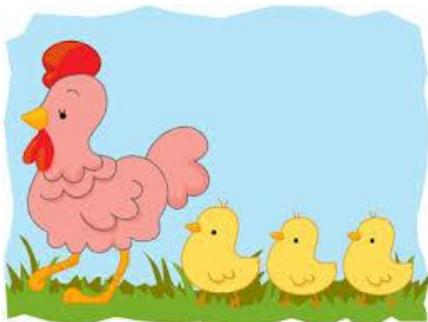


Personal and Social Development

- To identify our own different feelings and those of others
- To say how others are feeling based on their expressions and actions
- To stay calm in the face of frustration
- To say what I am good at and what I would like to improve
- To sit and listen during adult focus time
- To follow instructions with two or more parts
- To keep on trying even when I am finding something difficult
- To talk about the school and follow the class rules and making the right choices.
- To work within a small group, taking turns and sharing ideas.
- To use words to help solve conflicts with others
- To show friendly behaviour in the classroom and around school
- To developing friendships with lots of different people
- To say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc



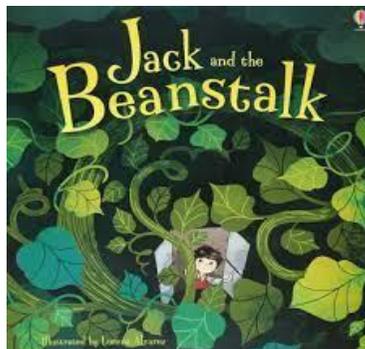
Physical Development

- To use lots of different ways of moving with increasing fluency and control
- To climb over, under and through obstacles
- To throw, kick, pass, bat, aim and catch different sized balls
- I can start to manage zips, putting on coats etc.
- To show good pencil control when mark making and drawing
- To use cutlery and other one-handed equipment e.g., paintbrushes/scissors
- To sit at a table to write
- To hold a pencil in a tripod grip
- To use scissors confidently



Reception

Spring Term 1 Topic:



Traditional Tales

RE: The Way, the Truth & the Life – Getting to Know Jesus

- To know about the loss and finding of Jesus in the temple and reflect on this.
- To know that Jesus chose friends to help him and that Jesus wants us to help him
- To know that Jesus loves each one of us and think of ways to show our love for him.
- To know that Jesus healed the man at the pool at Bethesda and reflect on how Jesus can help us.



Communication and Language

Listening, Attention and Understanding

- To demonstrate good listening behaviours
- To respond to what I have heard by asking questions and saying what I think
- To ask questions about what I have heard
- To follow simple instructions (with two or more parts) reliably
- To wait and take turns in conversation
- To respond to what others say

Speaking

- I can share my ideas in small groups
- I can share my ideas with familiar adults
- I can use well - formed sentences
- I am starting to use past, present and future tenses.
- To use talk to organise my thoughts
- To listen to and talk about stories, rhymes
- To learn new vocabulary
- To explain events that have already happened in detail
- To engage in stories, rhymes and non-fiction sharing my ideas about them and using new vocabulary
- To retell a story with some exact repetition and some words of my own.

Literacy

Writing

- To write most lower-case letters correctly
- To can write some upper-case letters correctly
- To use a tripod grip
- To write simple labels
- To begin to write simple captions
- To match phase 2 and 3 letters and sounds
- To write CVC words and labels (phase 2 and 3 sounds)
- To spell some tricky words
- To write captions
- To write short sentences
- To start to use finger spaces between my words
- To read sentences back

Comprehension

- To retell the key events in stories
- To understand new vocabulary
- To re-call facts from a Non-Fiction book
- To describe the key events in detail
- To use new vocabulary
- To say what might happen next linked to other similar stories

Understanding the World

Past and Present:

I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.

I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts.

I can talk about what I have heard and seen in stories and picture books and how this is different/ the same.

People, cultures and communities:

I can explore and talk about the natural world using what I know from stories/ non-fiction

I can draw information from a simple map.

The Natural World:

I can describe animals and plants (both from photos and real life experiences)

I can talk about the weather linked to seasonal change

I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)



Expressive Arts and Design

Creating with Materials

To use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)

I am able to combine different techniques e.g. collage, paint, crayon, clay to create art.

I can talk about my artwork or designs- linked to some of the materials/ techniques I used.

I can use materials and props to retell stories and create imaginary situations linked to what I know.

Being imaginative and expressive:

I can adapt well known stories and narratives and small world/ role play them with others

I can use what I know and have read to help create my own stories.

I can sing well known songs in a group or alone and match the pitch and melody.

I can listen carefully to music and start to move to it.

I can join in with singing and dancing



Word Reading

To match all phase 2 single letters and sounds

To match all phase 3 single letter and sounds

To start to identify some digraphs

To begin to blend the sounds together

To segment the sounds in CVC words for reading

To blend the sounds in CVC words for reading

To begin to read simple phrases and sentences e.g., the cat and the dog

To segment and blend simple words matched to my phonics knowledge

To read simple phrases and sentences

To read phonics matched tricky words

Mathematical Development

Number

To match numeral and quantity (within 10)

To quickly say how many there are (up to 5)

To recognise zero and non-zero

To compare quantities

To recall number bonds to 5

To start to give some linked subtraction facts

To start to recall some double facts e.g. 1 and 1 is 2

Numerical Patterns

To count to 20, knowing the teen numbers

To find one more/ one less with, then without resources.

To start to identify odd and even numbers linked to sharing

To compare two quantities saying when one is bigger/smaller/same

To create our own patterns

To select, rotate and manipulate shapes to solve puzzles and problems

e.g., through a range of jigsaws

To spot errors in the pattern

To name my pattern e.g. ABAB

