

## Physical Development

### **Gross Motor:**

- I can use lots of different ways of moving with increasing fluency and control
- I can climb over, under and through obstacles

### **Fine Motor:**

- I can show good pencil control when mark making and drawing
- I can use cutlery and other one handed equipment e.g. paintbrushes/scissors



## Personal, Social and Emotional Development

### **Self-Regulation:**

- I can identify my own different feelings and those of others
- I can keep on trying when I find something difficult
- I am starting to sit and listen more consistently during adult focus time
- I can follow simple instructions

### **Managing Self:**

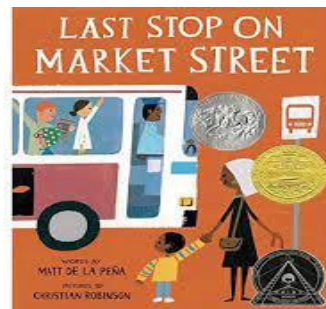
- I can try new activities
- I can tell others about my work and play
- I can dress and undress for PE/ Forest School etc.
- I am starting to know ways to stay healthy including food and exercise

### **Building Relationships:**

- I can share and co-operate with my friends
- I can work with a small group of children, sharing ideas
- I am starting to form good relationships with the familiar adults in my class
- I can express and identify my feelings
- I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.



## Reception Autumn 2 Topic: Meet Me in Manchester



### RE: The Way, the Truth & the Life - God's Family

- I know that the angel Gabriel asked Mary to be the mother of God's son.
- I can reflect on Mary's reply to the angel.
- I know that Advent is a preparation for Christmas.
- I can think of ways to prepare for it.
- I know the story of the birth of Jesus.
- I can reflect on how important this is for us.
- I know that shepherds were the first to hear about the birth of Jesus.
- I can reflect on the good news they received.

## Communication and Language

### **Listening Attention and Understanding:**

- I can demonstrate good listening behaviours
- I can follow simple instructions (with two or more parts) reliably
- I engage in story times
- I like to join in with familiar songs and rhymes (repeated refrains and sings by heart)
- I can wait and take turns in conversation

### **Speaking:**

- I am starting to share my ideas with familiar adults
- I can talk to others (adults and children)
- I use talk to organise my thoughts
- I can listen to and talk about stories, rhymes and non-fiction
- I can learn new vocabulary
- I can share my ideas using talk as a tool
- I can say how I feel using talk as a tool

## Literacy

### **Comprehension:**

- I can retell the key events in stories
- I am starting to recall facts from non-fiction
- I can understand new vocabulary
- I can talk about what has happened in the story so far and anticipate what might happen next
- I can listen carefully to stories, rhymes, non-fiction and songs

### **Word Reading:**

- I can match most of the phase 2 letters and sounds
- I can say the phase 2 sounds in CVC words
- I can start to blend the sounds together
- I can segment and blend CVC words
- I can read most of the phase 2 tricky words
- I am starting to read simple phrases and sentences e.g. the cat and the dog

### **Writing:**

- I can write some lower case letters correctly
- I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)
- I can identify known letters to match initial sounds (phase 2)
- I can match most phase 2 letters and sounds
- I can write CVC words and labels e.g. c-a-t
- I can write simple labels using phonic knowledge.
- I can begin to write simple captions
- I can say a simple sentence for writing (oral and count words)



### Understanding the World

- I can talk about my family and people in the community and their roles.
- I can talk about the area I live in, including the weather etc.
- I can talk about forces I feel e.g. push, pull etc.
- I can talk about the differences in materials



### Expressive Arts and Design

#### Creating with Materials:

- I can use various tools for artwork and design e.g. playdough tools
- I can select my own art and design materials to create with
- I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair.
- I can recreate familiar stories with small world and role-play (with adult support)

#### Being Imaginative and Expressive:

- I can recount and retell familiar stories with my friends and adults (small world/ role play)
- I can role play imaginary scenarios linked to experiences
- I know some popular songs and can sing them supported by an adult
- I can listen and respond to instruments and music
- I can sing my own songs and with others and (supported by an adult)



### Mathematical Development Number

- I can count objects, claps, movements up to 10
- I can link numerals with cardinal value – last number said
- I can start to show how numbers can be made up – composition on 2,3,4 and 5 e.g. 1 and 3 is 4 and know there is more than one way of doing this

### Numerical Patterns (and Shape)

- I can count to 10 by rote
- I can compare manipulatives (e.g. saying when one tower is bigger/smaller)
- I can find one more/ one less using concrete resources
- I can continue and copy patterns including shape patterns (1,2/1,2 1,2,3/1,2,3)
- I can create my own patterns.
- I can select, rotate and manipulate shapes to solve puzzles and problems e.g. through a range of jigsaws
- I can talk about and name 2D & 3D shapes using some mathematical language.