

Communication and Language

Engage in storytimes, developing my vocabulary.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs, paying attention to how they sound.
Join in with whole class activities and concentrate for the duration. e.g. Nursery rhymes, Story Time.
Follow a routine instruction, e.g. books away, sit on the carpet.
Respond to a peers request (e.g. Can I have the ball?) and reply.
Learn rhymes, poems and songs.
Listen carefully and understand why listening is important.
Use simple connectives in speech, e.g. and, but.
Develop my social phrases.

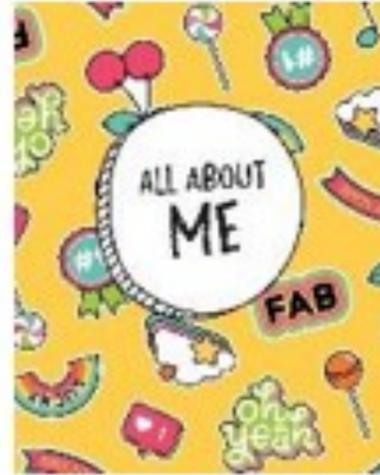
Literacy

Recount a simple story.
Answer why questions.
Recognise labels in my classroom environment.
Talk about my favourite stories and know books are written.
Read individual letters by saying the sounds for them.
Blend sounds into words, so I can read short words made up of known letter-sound correspondences.
Begin to form/write known graphemes
Sit correctly with good posture when seated at a table to write. Write simple vc words.
Label images with initial sounds or vc/cvc words

Mathematics

Count objects, actions and sounds; saying the numbers in order and matching one number name to each item.
Estimate a total before counting.
Begin to use five frames and ten frames, learning the structure of the number system.
Begin to record quantities in different ways such as tallies, dots or numerals.
Count by rote to 15.
Subitise to 4.
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Recite the days of the week.
Begin to understand yesterday, today, tomorrow.

Reception - All About Me!



Quality Books and Literacy Prompts

All Kinds of People *by Emma Damon*
My Two Grannies *by Floella Benjamin*
Colour Monster *by Anna Llenas*
Ruby's Worry *by Tom Percival*
Mog and the Vet *by Judith Kerr*

Physical Development

Move with developing control and grace.
Travel with more speed and control.
Use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Spin, rock, tilt, slide and bounce.

Fine Motor Skills

Use a range of tools competently, safely and confidently.
Cut straight lines with scissors.
Draw circles, horizontal/vertical lines.
Use a knife and fork to cut food at lunch time.
Draw simple pictures which can be recognised.

Personal, Social and Emotional Development

Express my feelings and give simple reasons about why I feel that way.
Follow familiar, routined instructions independently.
Say 'please', 'thank you' and 'excuse me' at appropriate times.
Behave appropriately in accordance with the class rules.
Follow a simple instruction as part of a group, e.g. sit down, let's go outside.
Try new activities independently, with an adult or with peers.
Manage my own needs - use the toilet, wash and dry hands.
Put on and fasten my coat independently (zip, buttons).
Make new and different friends so forming a wider friendship circle.
Begin to build constructive and respectful relationships with staff and peers.
Take turns with a little support from an adult.

Understanding the World

Recall common weather patterns and notice patterns/clusters in weekly weather.
Talk about the natural world around me (e.g. frosty grass, bare trees, buds, new growth, puddles).
Talk about times that are special to me and why.
Talk about the people who help us in our community.
Talk about the roles people have in my community.

Expressive Arts and Design

Draw a self portrait.
Use colours for a purpose.
Draw bodies of an appropriate size when representing my family.
Use different size brushes, selecting fine brushes to add detail.
Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy.
Adapt my construction to achieve a desired outcome.
Sing in a group or on my own, matching the pitch and following the melody.
Request a favourite song/rhyme.
Sing along to favourite pop songs.
Develop storylines in my pretend play.
Develop storylines through small-world or role-play with peers.
Create my own beats with musical instruments/body percussion.