Prime area: Personal, Social and Emotional Development
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

Prime area: 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

Prime Area: 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

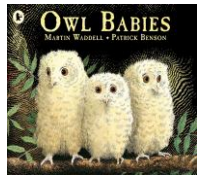
Specific Area: Expressive Arts and Design
I can use various tools for artwork and design e.g. playdough tools
I can select my own art and design materials to create with and talk about my art
I can recreate familiar stories with small world and role-play (with adult support)
I can role play imaginary 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)

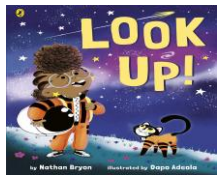
Reception Autumn 2

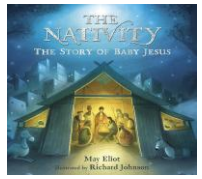
Topic: What can we see in the Dark?

Key texts:









Characteristics of effective learning

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things

Specific Area: Understanding the World
I can talk about what I can see in pictures of the past
I can talk about how different people celebrate
I can talk about forces I feel e.g. push, pull etc.
I can talk about the differences in materials

Specific Area: 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)

Specific Area: Mathematics
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
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.