

Reception - Summer Term

The Prime areas of learning

Communication and Language

Listening, Attention and Understanding

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions/small group interactions
- I can make comments about what I have heard and ask questions to clarify my understanding
- I can hold conversations when I am engaged in back and forth exchanges with my teacher and peers

Speaking

- I can participate in small group, class and one to one discussions, offering my own ideas, using the vocabulary I have learned
- I can offer explanations for why things might happen, making use of the vocabulary I have learned from stories, non-fiction texts, rhymes and poems
- I can express my ideas and feelings about my own experiences using full sentences, including using past, present and future tenses, and using conjunctions in my sentences

Personal, Social and Emotional Development

Self-Regulation

- I can show an understanding of my own feelings and those of others, and begin to regulate my own behaviour accordingly
- I can set and work towards simple goals, and am able to wait for what I want and control my immediate impulses
- I can give focused attention to what the teacher says, responding even when I am engaged in my own activity
- I can follow instructions involving several ideas or actions

Managing Self

- I am confident to try new activities and show independence, resilience and perseverance in the face of challenge
- I can explain the reasons for rules, know right from wrong and try to behave accordingly
- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

- I can work and play cooperatively and take turns with others
- I can form positive attachments to adults and friendships with peers
- I can show sensitivity to my own needs and the needs of others

Physical Development

Gross Motor Skills

- I can negotiate space and obstacles safely, with consideration for myself and others
- I can demonstrate strength, balance and coordination when playing
- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- I can hold a pencil effectively using the tripod grip almost all the time
- I can use a range of small tools, including scissors, paintbrushes and cutlery
- I can begin to show accuracy and care when drawing

The Specific areas of learning

<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>
<p>Comprehension</p> <ul style="list-style-type: none"> I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently learned vocabulary. I can anticipate key events in stories. I can use and understand recently learned vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words consistent with my phonic knowledge by sound-blending. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. 	<p>Number</p> <ul style="list-style-type: none"> I have a deep understanding of number to 10, including the composition of each number. I can subitise (recognise quantities without counting) up to 5. I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> I can verbally count beyond 20, recognising the pattern of the counting system. I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Past and Present</p> <ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society. I know some similarities and differences between things in the past and now, and can draw on my own experiences and what has been read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I know some similarities and differences between different religious and cultural communities in this country, drawing on my own experiences and what has been read in class. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> I can explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my own experiences and what has been read in class. I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. I can make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> I can invent, adapt and recount narratives and stories with peers and my teacher. I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.