

Reception Spring 2

PRIME AREA: Personal, Social and Emotional Development

I understand how I am feeling and can regulate my behaviour accordingly.

I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.

I can work and play cooperatively and take turns with others.



PRIME AREA: Physical Development

I can negotiate space and obstacles safely, with consideration for myself and others.

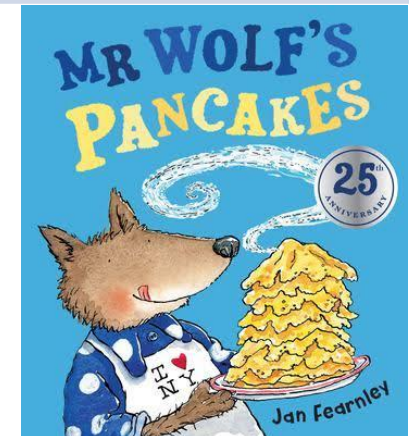
I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

PRIME AREA: Communication and Language

I can listen attentively and respond to what I hear with relevant comments when being read to and during whole class discussions and small group interactions

I can take part in small group, class and one-to-one discussions, offering my own ideas, using new vocabulary.

I can express my ideas and feelings, using full sentences



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SPECIFIC AREA: Expressive Arts

I can safely use and explore a variety of materials, tools and techniques.

I can share my creations, explaining the process that I have used.

I can sing a range of well-known nursery rhymes and songs



We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



SPECIFIC AREA: Understanding the world

I understand the past through settings, characters and events encountered in books read in class and storytelling

I know some similarities and differences between different religious and cultural communities in this country.

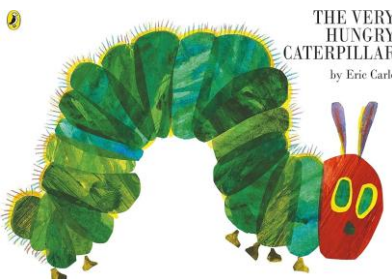
I can explore the natural world around me, making observations and drawing pictures of animals and plants..

SPECIFIC AREA: Literacy

I can show an understanding of what has been read to me by retelling stories and narratives in my own words.

I can read words that are consistent with my phonic knowledge by sound-blending.

I can spell words by identifying sounds in them and representing the sounds with a letter or letters.



SPECIFIC AREA: Number

I have a deep understanding of numbers to 10, including the composition of each number.

I can verbally count beyond 20, recognising the pattern of the counting system.

I can subitise (recognise quantities without counting) up to 5.