

Reception Skills – Term 2

Communication and language	Listening, attention and understanding	<u>Listening + Attention</u> I can demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably <u>Responding + questioning</u> I engage in story times I like to join in with familiar songs and rhymes <u>Holding conversations</u> I can wait and take turns in conversation
	Speaking	<u>Contributing to discussions with new vocab.</u> I am starting to share my ideas with familiar adults I can talk to others (adults and children) <u>Offering explanations with new vocab.</u> I use talk to organise my thoughts I can listen to and talk about stories, rhymes and non-fiction <u>Using full sentences to express ideas</u> I can use a sentence of 4-6 words I can share my ideas using talk as a tool I can say how I feel using talk as a tool
PSED	Self-Regulation	<u>Feelings and behaviour regulation</u> I can identify how someone else is feeling and link to situations and behaviours <u>Working for goals</u> I can wait and take turns in conversation + activities. <u>Focused attention</u> I can sit and listen during adult focus time I can follow instructions with two or more parts
	Managing Self	<u>Attitudes to learning</u> I am starting to try new activities <u>Understanding of rules</u> I can talk about the rules of the classroom and why they are important. I can follow the rules of the classroom most of the time. <u>Personal hygiene</u> I can put on my own coat/waterproofs/well boots etc. I am starting to know ways to stay healthy
	Building Relationships	<u>Being cooperative</u> I can play with a small group of children, sharing ideas <u>Positive relationships</u> I am starting to form good relationships with the familiar adults in my class + other children <u>Empathy</u> I can identify my own feelings + express them in an appropriate way.
PD	Gross Motor Skills	<u>Gross Motor</u> I can use lots of different ways of moving appropriately I can climb over, under and through obstacles

	Fine Motor	<u>Fine Motor</u> I can show good pencil control when mark making and drawing I can use cutlery and other one-handed equipment
Literacy	Writing	<u>Letter Formation</u> I can write some lowercase letters correctly I can write some uppercase letters that I know (e.g. name, Mum, Dad, sibling name, etc) <u>Spelling</u> I can identify known letters to match initial sounds (phase 2) I can match phase 2 letters and sounds I can write CVC words e.g. c-a-t <u>Composition</u> I can attempt to write a simple caption/label I can say a simple sentence for writing (oral and count words) I can talk about the need to use full stops, capital letters and finger spaces in a sentence.
	Comprehension	<u>Comprehension (Understanding & retelling)</u> I can retell the key events in stories I am starting to recall facts from non-fiction <u>Comprehension (Prediction)</u> I can contribute to a group discussion about what might happen next in a story. <u>Comprehension (Vocabulary)</u> I can listen carefully to stories, rhymes, non-fiction and songs
	Word Reading	<u>Grapheme- Phoneme matching</u> I can say the sound when shown most Phase 2 graphemes <u>Blending + reading</u> I can sound and blend a CVC word, using phase 2 graphemes. I can read most of the phase 2 tricky words I am starting to read captions + simple sentences e.g. The cat and the dog
Numeracy	Number	<u>Numbers to 10 and subitising</u> I can talk about the composition of numbers to 5 I can count objects, claps, movements up to 10 I can subitise items in a variety of arrangements to 4 I can recognise numerals to 10 and put them in order I can count out up to 10 objects from a larger group <u>Calculation</u> I can start to show how numbers can be made up using practical resources e.g. 1 and 3 is 4 and know there is more than one way of doing this
	Numerical patterns	<u>The Number System</u> I can recite numbers from 0 to 10 and back from 10 to 0 <u>Comparison</u> I can compare manipulatives (e.g. saying when one tower is bigger/smaller) I can find one more/ one less using resources <u>Patterns</u> I can create my own patterns and start to spot the 'rule' in a pattern

UW	Past and Present	<u>People and society</u> I can talk about the different people in my family and their role in society (jobs they do etc) <u>Similarities and differences</u> I am becoming more aware of the past linked to myself and my family and how I have changed. <u>Understanding the past</u> I can talk about some of the features from stories that happened/were written in the past
	People, cultures and communities	<u>Own environment</u> I can explore the natural world around me, describing what I can see, hear, feel. <u>Religions + cultures</u> I can talk about and compare how some religions celebrate their big events, including our own. <u>Different countries</u> I can start to use stories and pictures to talk about differences in life in other countries
	The Natural World	<u>The natural world</u> I can explore the natural world around me, describing what I can see, hear, feel. <u>Contrasting environments</u> I can talk about the area I live in, including the weather etc. <u>Changes</u> I can start to talk about the changing of the seasons I can talk about some changes of state that I have experienced (freezing, dissolving)
EAD	Creating with materials	<u>Materials, tools + techniques</u> 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 <u>Explaining processes</u> I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. <u>Using props in role play</u> I can use available resources to support my role play
	Being imaginative and expressive	<u>Being imaginative and expressive</u> 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 <u>Nursery rhymes + songs</u> I can sing some nursery rhymes I can sing some familiar songs in a group <u>Perform</u> I can listen and respond to sounds I can sing with others and supported by an adult

