

Reception Skills – Term 5- Early Learning Goals

Communication and language	Listening, attention and understanding	<p><u>Listening + Attention</u> 1: I can listen carefully 1: I can respond with questions, comments and actions</p> <p><u>Responding + questioning</u> 2: I can make comments about what I have heard 2: I can ask questions to help me understand</p> <p><u>Holding conversations</u> 3: I can engage in conversation with my friends and teachers</p>
	Speaking	<p><u>Contributing to discussions with new vocab.</u> 1: I can take part in whole class + group discussions, offering my own ideas 1: I can use new vocabulary when talking to others.</p> <p><u>Offering explanations with new vocab.</u> 2: I can explain why things happen/ might happen 2: I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p><u>Using full sentences to express ideas</u> 3: I can express ideas and feelings 3: I can use full sentences using past, present and future tenses 3: I can use conjunctions (with support and modelling) to connect my ideas</p>
PSED	Self-Regulation	<p><u>Feelings and behaviour regulation</u> 1: I can say how I and others are feeling 1: I can show my understanding of feelings by changing my behaviour</p> <p><u>Working for goals</u> 2: I can set myself goals 2: I can wait for my requests and needs to be met</p> <p><u>Focused attention</u> 3: I can listen to and respond to adults appropriately in different contexts. 3: I can follow instructions accurately (several ideas/ actions)</p>
	Managing Self	<p><u>Attitudes to learning</u> 1: I can try new activities 1: I can show resilience and perseverance when things are difficult</p> <p><u>Understanding of rules</u> 2: I can explain and follow rules (in the classroom and around school) 2: I can show I know right from wrong by my behaviour</p> <p><u>Personal hygiene</u> 3: I can manage my own basic hygiene and personal needs e.g. toileting and dressing 3: I can explain healthy food</p>
	Building Relationships	<p><u>Being cooperative</u> 1: I can work with others in a group 1: I can play with others, take turns and share</p> <p><u>Positive relationships</u> 2: I can form good relationships with the adults in the classroom and around school</p>

		<p>2: I have lots of friends and positive friendships</p> <p>Empathy</p> <p>3: I know what my own needs are and can share them</p> <p>3: I am sensitive to the needs of others</p>
PD	Gross Motor Skills	<p>Gross Motor</p> <p>1: I can travel around space and obstacles safely</p> <p>2: I can show strength, balance and co-ordination in movement</p> <p>3: I can move in different ways- run, jump, skip, climb</p>
	Fine Motor	<p>Fine Motor</p> <p>1: I can hold a pencil effectively (tripod)</p> <p>2: I can use a range of tools e.g. scissors, brushes + cutlery</p> <p>3: I can draw with accuracy</p>
Literacy	Writing	<p>Letter Formation</p> <p>1: I can write most upper and lower case letters correctly</p> <p>Spelling</p> <p>2: I can write CVC words with sounds and letters I know, including some digraphs.</p> <p>2: I can write some tricky words</p> <p>Composition</p> <p>3: I can write simple sentences</p> <p>3: I can read my own sentences</p> <p>3: My teacher can read my sentences</p>
	Comprehension	<p>Comprehension (Understanding & retelling)</p> <p>1: I can explain what I have read or has been read to me</p> <p>1: I can retell simple stories in my own words, using new vocabulary</p> <p>Comprehension (Prediction)</p> <p>2: I can say what I think might happen next in a story</p> <p>Comprehension (Vocabulary)</p> <p>3: I can use new vocabulary in discussion about stories + in my play</p>
	Word Reading	<p>Grapheme- Phoneme matching</p> <p>1: I can say the sound for all Phase 2 + single letter Phase 3 graphemes</p> <p>1: I can say the sound for at least 10 phase 3 digraphs</p> <p>Blending + reading</p> <p>2: I can read CVC words containing some digraphs and Phase 4 blends.</p> <p>3: I can read simple sentences and books that contain some digraphs and Phase 2 and 3 tricky words.</p>
Numeracy	Number	<p>Numbers to 10 and subitising</p> <p>1: I can show how numbers to 10 are made up using different models e.g. part whole, tens frame</p> <p>1: I can recognise the numerals to 10 and match to quantity consistently</p> <p>2: I can recognise quantities up to 5 without counting</p> <p>Calculation</p> <p>3: I can recall number bonds up to 5 and some to 10</p>

		<p>3: I can match subtraction facts with number bonds</p> <p>3: I can recall some double facts within 10</p>
	Numerical patterns	<p><u>The Number System</u></p> <p>1: I can count beyond 20</p> <p><u>Comparison</u></p> <p>2: I can compare quantities using greater/ more than, fewer/ less than, the same/ equal</p> <p><u>Patterns</u></p> <p>3: I can show patterns in numbers to 10</p> <p>3: I can talk about odd and even numbers</p> <p>3: I can say double facts</p> <p>3: I can share equally</p>
UW	Past and Present	<p><u>People and society</u></p> <p>1: I can talk about the lives of people I am familiar with</p> <p>1: I can talk about the roles of people in society</p> <p><u>Similarities and differences</u></p> <p>2: I can talk about some similarities and differences between the past and now</p> <p><u>Understanding the past</u></p> <p>3: I can talk about the past using books and stories talking about the characters, settings and events</p>
	People, cultures and communities	<p><u>Own environment</u></p> <p>1: I can describe my local environment using what I know from</p> <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps <p><u>Religions + cultures</u></p> <p>2: I can talk about how some religions and cultures are different and the same in my country (UK)</p> <p><u>Different countries</u></p> <p>3: I can talk about what is the same and different in life in this country and in other countries</p>
	The Natural World	<p><u>The natural world</u></p> <p>1: I can explore the natural world</p> <p>1: I can make observations of animals and plants and use these observations to draw pictures</p> <p><u>Contrasting environments</u></p> <p>2: I can contrast the natural world around me with different environments</p> <p><u>Changes</u></p> <p>3: I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p>
EAD	Creating with materials	<p><u>Materials, tools + techniques</u></p> <p>1: I can safely use tools e.g. scissors</p>

		<p>1: I can explore using different materials and techniques 1: I can create thinking about form, function, colour, texture and design.</p> <p><u>Explaining processes</u> 2: I can explain what I have made and talk about how I made it</p> <p><u>Using props in role play</u> 3: I can use props and materials to enhance my role playing</p>
	<p>Being imaginative and expressive</p>	<p><u>Being imaginative and expressive</u> 1: I can adapt and recount narratives and stories with my friends and adults 1: I can invent my own stories</p> <p><u>Nursery rhymes + songs</u> 2: I can sing well known nursery rhymes 2: I can sing some familiar songs</p> <p><u>Perform</u> 3: I can perform songs, rhymes, poems and stories alone and with others 3: I can try to move in time with music</p>