

Reception Skills – Term 4

<p>Communication and language</p>	<p>Listening, attention and understanding</p>	<p><u>Listening + Attention</u> I can demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably I can respond to what I have heard by asking questions and saying what I think</p> <p><u>Responding + questioning</u> I like to join in with familiar songs and rhymes I can say what I think I ask questions about what I have heard</p> <p><u>Holding conversations</u> I can talk to others and take it in turns to speak. I can respond to what others say</p>
	<p>Speaking</p>	<p><u>Contributing to discussions with new vocab.</u> I can express a point of view I am starting to share my ideas with familiar adults I can talk to others (adults and children)</p> <p><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</p> <p><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</p>
<p>PSED</p>	<p>Self-Regulation</p>	<p><u>Feelings and behaviour regulation</u> I can identify how someone else is feeling and link to situations and behaviours I can start to moderate my behaviour when interacting with others.</p> <p><u>Working for goals</u> I can wait and take turns in conversation + activities. I can wait patiently for a short time, for something that I want or to speak.</p> <p><u>Focused attention</u> I can sit and listen during adult focus time I can follow instructions with two or more parts I can respond to an adult's request, even when engaged in another activity.</p>
	<p>Managing Self</p>	<p><u>Attitudes to learning</u> I am starting to try new activities I can keep on trying even when I am finding something difficult</p> <p><u>Understanding of rules</u> I can follow the rules of the classroom most of the time. I can moderate my behaviour to meet the rules of the school and classroom</p> <p><u>Personal hygiene</u> I can put on my own coat/waterproofs/welly boots etc. I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p>

	Building Relationships	<p><u>Being cooperative</u> I can play with a small group of children, sharing ideas I can use words to help solve conflicts with others I can work well with others listening and sharing ideas</p> <p><u>Positive relationships</u> I am starting to form good relationships with the familiar adults in my class + other children I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people</p> <p><u>Empathy</u> I can identify my own feelings + express them in an appropriate way. I can identify how others feel and respond to them appropriately</p>
PD	Gross Motor Skills	<p><u>Gross Motor</u> I can use lots of different ways of moving appropriately I can climb over, under and through obstacles I can move fluently, with control and grace, combining movements with ease. I can throw, kick, pass and catch a large ball with developing confidence and precision I can move and use both large and smaller scale equipment (building blocks etc)</p>
	Fine Motor	<p><u>Fine Motor</u> I can show good pencil control when mark making and drawing I can use cutlery and other one-handed equipment</p> <p>I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors</p>
Literacy	Writing	<p><u>Letter Formation</u> I can write some uppercase letters that I know (e.g. name, Mum, Dad, sibling name, etc) I can write most lower-case letters correctly I can write some upper-case letters correctly</p> <p><u>Spelling</u> I can identify known letters to match initial sounds (phase 2) I can write CVC words e.g. c-a-t I can match phase 2 and 3 letters and sounds I can write CVC words, including those with taught digraphs I can spell some tricky words</p> <p><u>Composition</u> 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. I can write captions/short sentences I am starting to use finger spaces, full stops and capital letters in my writing. I can read my sentences back</p>
	Comprehension	<p><u>Comprehension (Understanding & retelling)</u> I can retell key events from stories I have read I can describe the key events in detail I can recall facts from a non-fiction book</p> <p><u>Comprehension (Prediction)</u></p>

		<p>I can contribute to a group discussion about what might happen next in a story.</p> <p>I can say what might happen next in a story, drawing on knowledge of similar stories</p> <p><u>Comprehension (Vocabulary)</u></p> <p>I can listen carefully to stories, rhymes, non-fiction and songs</p> <p>I can join in with familiar rhymes and songs (and some patterned stories)</p> <p>I can talk about stories, rhymes, non-fiction and songs, using newly introduced vocabulary with some modelling.</p>
	Word Reading	<p><u>Grapheme- Phoneme matching</u></p> <p>I can say the sound for all Phase 2 + single letter Phase 3 graphemes</p> <p>I can say the sound for some of the taught digraphs</p> <p><u>Blending + reading</u></p> <p>I can read most of the phase 2 tricky words</p> <p>I can sound and blend a CVC word, using phase 2 + 3 graphemes, including some with digraphs</p> <p>I can read simple captions + sentences independently</p>
Numeracy	Number	<p><u>Numbers to 10 and subitising</u></p> <p>I can match numeral and quantity (within 10)</p> <p>I can start to show how numbers to 5 are made up using part/whole + tens frames.</p> <p>I can subitise to 5</p> <p>I can recognise numerals to 10 and put them in order</p> <p>I can count out up to 10 objects from a larger group</p> <p><u>Calculation</u></p> <p>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</p> <p>I can recall number bonds to 5</p> <p>I can start to give some linked subtraction facts</p> <p>I can start to recall some double facts e.g. 1 and 1 is 2</p> <p>I can start to subitise larger amount by recognising smaller amounts within a larger group (sees 6 as 3 and 3)</p>
	Numerical patterns	<p><u>The Number System</u></p> <p>I can recite numbers from 0 to 10 and back from 10 to 0</p> <p>I am beginning to count to 20, knowing the teen numbers</p> <p><u>Comparison</u></p> <p>I can find one more/ one less using resources</p> <p>I can compare two quantities saying when one is bigger/smaller/same</p> <p>I can say a number that is one more/ less without resources</p> <p><u>Patterns</u></p> <p>I can create my own patterns and start to spot the 'rule' in a pattern</p> <p>I can spot errors in the pattern</p> <p>I can create and recreate patterns more complex than ABAB</p> <p>I can start to identify odd and even numbers linked to sharing</p>
UW	Past and Present	<p><u>People and society</u></p> <p>I can talk about the different jobs some people do (police, astronaut)</p> <p>I can talk about some events from the past</p> <p>I can talk about events that have happened in my lifetime.</p> <p>I can talk about the lives of my Parents and Grandparents and some things that were different when they were young.</p>

		<p><u>Similarities and differences</u> I am becoming more aware of the past linked to myself and my family and how I have changed. I can talk about myself and some of the ways I have changed I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</p> <p><u>Understanding the past</u> I can talk about some of the features from stories that happened/were written in the past I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>
	People, cultures and communities	<p><u>Own environment</u> I can explore the natural world around me, describing what I can see, hear, feel. I can explore and talk about the natural world using what I know from stories/ non-fiction I can draw information from a simple map</p> <p><u>Religions + cultures</u> I can talk about and compare how some religions celebrate their big events, including our own. I can be accepting and positive about people's differences I can talk about some special places for people in our, and other communities</p> <p><u>Different countries</u> I can start to use stories and pictures to talk about differences in life in other countries I can draw information from a simple map I can start to talk about the differences in lives in other countries</p>
	The Natural World	<p><u>The natural world</u> I can explore the natural world around me, describing what I can see, hear, feel. I can describe animals and plants (both from photos and real life experiences)</p> <p><u>Contrasting environments</u> I can talk about the area I live in, including the weather etc. I can talk about what I can see outside using a wide vocabulary I can describe my own environment and local area I can describe another environment e.g. desert, Arctic etc.</p> <p><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) I can talk about the weather and other changes I have observed linked to seasonal change. I can talk about some life cycles I have observed.</p>
EAD	Creating with materials	<p><u>Materials, tools + techniques</u> I can explore art materials and colour mixing freely I can use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I can combine different techniques e.g. collage, paint, crayon, clay to create art</p>

		<p><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. I can talk about the choices I made to create my artwork, with adult support, thinking about techniques, materials and layout.</p> <p><u>Using props in role play</u> I can use available resources to support my role play I can use props and materials to add to the narrative in my role play.</p>
	<p>Being imaginative and expressive</p>	<p><u>Being imaginative and expressive</u> I can recount and retell familiar stories with my friends and adults (small world/ role play) I can adapt well known stories and narratives and small world/ role play them with others I can use what I know and have read to help create my own stories</p> <p><u>Nursery rhymes + songs</u> I can make up my own songs. I can sing well known songs/nursery rhymes in a group or alone and try to match the pitch and melody</p> <p><u>Perform</u> I can sing with others and supported by an adult I can perform my own songs. I can listen carefully to music and start to move to it I can join in with singing and dancing</p>