Spring 1
Reception



Once Upon a Time



Communication & Language

- Retells deeply familiar stories, using some new vocabulary
- Understands how to listen carefully and that listening is important
- Knows how words can describe sequences - 'first we are going to the shop, then we will play in the park'
- Experiments with new and recently learnt vocabulary
- Enjoys listening to stories, non-fiction, songs and rhymes
- Makes up own stories
- Retells familiar stories using recently learnt vocabulary
- Uses talk with others to help work out problems and explain.
- Enjoys talking with others in a range of contexts and groups
- Uses talk to organise their thinking

Personal, Social and Emotional Development

- Can talk about what helps them feel happy/calm/relaxed and when they feel sad/angry/worried
- Begins to set own boundaries
- Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed
- Can understand how they can improve
- Seeks out opportunities to try new things
- Has a clear idea about what they want to do and how they want to go about it
- Expresses likes and dislikes in food
- Eats a range of food and understands the need for variety in food
- Understands that some foods are less healthy than others but can be eaten in moderation
- Watches the person who is speaking and knows when it is their turn to speak
- Shows sensitivity to the needs of others and is increasingly flexible and co-operative

Physical Development

- Catches smaller items from further away
- Throws a ball at a target
- Joins different body movements together
- Explores different types of movement
- Explores body movements using climbing and balancing apparatus
- Is beginning to pull self-up when using climbing equipment. Climbs going up forwards and down backwards
- Walks along a narrow plank/bench
- Has a sense of steady beat when moving own body
- Can play, clap and step to a steady beat in songs and nursery rhymes in fast and slow tempos
- Selects appropriate tools independently, choosing the correct implement for writing, cutting or painting
- Uses each tool with increasing control, showing smoother, more coordinated movements during tasks
- Handles tools safely and with growing efficiency, demonstrating awareness of how to hold and use them

Literacy

- Shares books, rhymes and songs with others, answering questions about 'when' and 'how'
- Can talk about the job of an author and an illustrator
- Describes main story settings, events and characters in some detail
- Retells familiar stories using new vocabulary
- Uses vocabulary found in texts, exploring meaning
- Uses vocabulary from books in a range of other contexts, including role play
- In play, chooses to write for a wider range of purposes and audiences to communicate
- Tell an adult what they are going to try to write.
- Writes simple phrases or a sentence using phonic knowledge and some common exception words and 'has a go' at writing other words
- Chooses appropriate words in composition

Understanding the World

- Can sequence stories
- Compares and contrasts settings, events or characters from the past, that they have met in books
- Knows about similarities and differences between themselves and others, and among families, communities and traditions
- Joins in with celebrations and recalls what happened last time on that day
- Can articulate what others celebrate and understand that some special days repeat annually
- Can talk about changing states of matter
- Knows the seasons of the year

Mathematics

- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality)
- Make different arrangements of numbers within 5 and talk about what they can see.
- Spot smaller numbers 'hiding' inside larger numbers.
- Understand that actions and sounds can be counted
- Compare sets of objects by matching
- Begin to develop the language of 'whole' when talking about objects which have parts.
- Join in with verbal counts beyond 20, hearing the repeated pattern
- Identify, name and compare 2D shapes (circles, triangles, squares)
- Recognise shapes in the environment

Expressive Arts & Design

- Knows how to use white or black paint to add tint or shade and uses in own work
- Usually uses tripod grip to hold brushes, charcoal, pastels
- Can create own artwork using printing and a range of media and materials
- Draws simple people of an appropriate size for what they are drawing
- Works with others to create collaborative ideas, design and make something they give meaning to
- With some support, negotiates with others to build models which replicate those in real life
- Sings calls and responds to songs, echoing phrases sung to them
- Uses own experiences and learnt stories to develop storylines
- Works with others to enhance small world play with a range of props used flexibly and with imagination