#### Personal, Social and Emotional

#### Making Relationships

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding and asks appropriate questions of others.

Takes steps to resolve conflicts with other children eg, finding a compromise.

#### Self confidence and self awareness

Confident to speak to others about own needs, wants, interests or opinions.

Can describe self in positive terms and talk about abilities.

#### Managing feelings and behaviour

Understands that own actions affect other people eg becomes upset or tries to comfort another child when they realise that they have upset them.

Aware of the boundaries set and of behavioural expectations in the setting.

#### Literacy

# Reading

Continues a rhyming string.

Hears and says initial sounds in words.

Can segment sounds in simple words and blend them together, knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoys an increasing range of books.

Knows that information can be retrieved from books and computers.

# Writing

Gives meaning to marks they make as they draw, write or paint.

Begins to break the flow of speech into words.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels. Attempts to write short sentences in meaningful contexts.

#### **Mathematics**

#### Numbers

Recognise some numerals of personal significance. Recognise numbers 1 to 5.

Count up to 3 or 4 objects saying one name for each.

Count actions or objects that can't be moved.

Count objects to 10 and begin to count beyond 10.

Counts out 6 objects from a larger group.

Selects the correct numeral to represent 1-5 then 1-10.

Count an irregular arrangement of up to 10 objects.

Estimate how many and then check by counting.

Uses more or less to compare two sets of objects.

Find total number of objects in two groups by counting.

Say the number that is one more than a given number.

Finds one more or one less from a group of 5, then 10. Begin to use the vocabulary of addition and subtraction.

Record using marks, then interpret and explain.

Identify mathematical problems based on own interests.

# **Shape, Space and Measure**

Use mathematical names for 2D and 3D shapes.

Able to select a particular shape.

Describe position using 'behind', 'next to' etc.

Order 2 or 3 items by height.

Order 2 items by weight.

Use everyday language related to time and money.

Order and sequence familiar events.

Measure short periods of time in simple ways.

# **Basic Skills**



# Reception

Dare to Dream, Believe and Achieve!

# **Communication and Language**

# Listening and Attention

Maintains attention, concentrates and sits quietly during appropriate activity.

#### **Understanding**

Responds to instruction involving a two part sequence.

Understands Humour eg nonsense rhymes and jokes

Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.

#### **Speaking**

Extends vocabulary, especially by grouping and naming, exploring the meaning of new words.

Uses language to imagine and recreate roles and experiences in play situations.

Links statements and sticks to a main theme.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduces a storyline or narrative in their play.

# Understanding the world

#### People and communities

Enjoys joining in with family customs and routines.

#### The world

Looks closely at similarities, differences, patterns and change.

#### **Technology**

Completes a simple program on the computer.

Uses ICT hardware to interact with an ageappropriate computer software.

# **Physical Development**

#### Moving and handling

Experiments with different ways of moving.

Jumps off an object and lands appropriately.

Negotiates space successfully when playing racing and chasing games adjusting speed and direction to avoid other children or obstacles.

Travels with confidence and skill around, under over and through balancing and climbing equipment. Shows increasing control over an object when pushing, patting, throwing, catching or kicking. Uses simple tools to effect change to materials. Handles tools, objects, construction and malleable materials safely with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace

Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed.

#### Health and Self care

vertical lines.

Eats a range of healthy foodstuffs and understands the need for variety in food.

Usually clean and dry during the day.

Shows some understanding that good practices with regard to exercise, eating, sleeping and good hygiene can contribute to good health.

Shows understanding of the need for safety when tackling new challenges and can manage some risks.

Shows understanding of how to transport and store equipment safely.

Practices some appropriate safety measures without direct supervision.

# **Expressive Arts**

#### Exploring and using media and materials

Begins to build a repertoire of songs and dances.

Explores the different sound of instruments.

Explores what happens when they mix colours.

Experiments to create different textures.

Understand that different media can be combined to create new effects.

Manipulates materials to achieve a planned effect.

Constructs with a purpose using a variety of resources.

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

Selects tools and techniques needed to shape, assemble and join materials they are using.

#### **Being Imaginative**

Creates simple representations of events, people and objects.

Initiates new combinations of movement and gesture in order to respond to feelings, ideas or experiences.

Chooses particular colours to use for a purpose.

Introduces a storyline or narrative into their play.

Plays alongside others who are engaged in the same theme.

Plays cooperatively as part of a group to develop and act out a narrative.