

### Communication and Language

- Children show good listening skills and can listen to one another, adults and new people with great skill.
- Children attend to others in play.
- Children show good levels of attention during learning tasks.
- Children asking questions and for clarification on new knowledge.
- Children explaining themselves if misunderstood.
- Children can retell a story showing a good understanding.
- Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.
- Children creating an imaginary story of their own in play.
- Children speak clearly in well-formed sentences.
- Children using new vocabulary in different contexts.
- Children use past, present, and future tenses in conversation with peers and adults.

### PSED

- Children show emotional maturity ready for the emotional resilience needed for KS1.
- Children can use reason and resolutions with other children to keep games and play fair.
- Children continue to look after themselves and understand what healthy choices are.
- Children have developed resilience, independence and perseverance to support them through transition into KS1
- Children know if they have hurt someone's feelings and will apologise without being asked.
- Children know some children might like or dislike the things they do and that it is okay.
- Children look after each other and want to help their friends

### Physical Development

- Negotiate space and obstacles safely.
- Show strength, balance and coordination when playing.
- Move energetically in a range of different ways
- Children using the tripod grip.
- Using a range of small tools.
- Showing accuracy when drawing.

### Literacy

- Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way.
- Knows key vocabulary used in a range of books.
- Continue to develop their roleplay to involve the storylines of the books read to them.
- Recalls many parts of a text with accuracy.
- Children able to read some tricky words from Phase 4 e.g. said, like, have, so.
- Children can re-read what they have written to check that it makes sense
- Children writing for a range of purposes e.g. non-fiction and fiction writing.
- Write short sentences sometimes using finger spaces, capital letters and full stops.

## Summer 2 "Creatures Great and Small"



## Reception

### Understanding the World

- Children can order experiences that have happened to them and in stories they have read.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### Expressive Arts and Design

- Children discussing their work and the details used on their illustrations and showing lots of detail on these.
- Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.
- Children knowing what they want to paint and why using their imagination and feelings - they can explain why they've chosen their materials and how they may do it differently next time.

### Maths

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.