

Autumn Term Reception Curriculum Goals

<u>Confident Communicator</u> Listening, Attention and Understanding - I can listen to short stories, inputs and assemblies for 5–8 minutes without interruption. - I can follow 2-step instructions with adult reminders. - I can answer simple recall questions (who/what). - I can make simple comments about what I hear. - I can take part in a short back-and-forth exchange (1–2 turns) with adult support.	<u>Super Speaker</u> Speaking - I can use 2–3 new vocabulary words in the learning environment with adult modelling. - I can take part in a short back-and-forth exchange (1–2 turns) with adult support. - I can speak in 4–6 word sentences to share my ideas. - I can use “and” or “because” to connect simple ideas when prompted. - I can use early verb tenses (e.g., <i>I am... I went...</i>) with adult support. - I can talk about own interests for 2+ minutes	<u>Emotions Expert</u> Self-Regulation - I can name 2–3 feelings in myself and in other people when an adult helps me. - I can use 1–2 calming strategies when an adult reminds me (breathing, taking space, sensory tools). - I can keep trying a task for 3+ minutes when an adult encourages me. - I can follow class rules with 1–2 reminders. - I can concentrate for 5+ minutes with adult prompts. - I can wait for my turn with 1–2 reminders.	<u>Independent Individual</u> Managing Self - I can follow routines with some support and guidance (1,2,3, stop sign, line place, walking in line, putting my belongings away and collecting them). - I can manage my personal hygiene (toileting and handwashing) when an adult reminds me. - I can put on my coat with minimal support. I can follow safety rules when an adult reminds me.
<u>Fantastic Friend</u> Building Relationships - I can play alongside others appropriately. - I can share resources with some prompts from an adult (about 5 out of 10 times). - I can show awareness of other people’s feelings. - I can form positive relationships with familiar adults. - I can begin to form friendships.	<u>Marvellous Mover</u> Gross Motor - I can run, jump, hop and skip with developing coordination. - I can complete an obstacle course using 3 or more movements. - I can climb apparatus safely. - I can throw and catch a large ball (about 3 out of 10 catches). - I can balance on one foot for 2–3 seconds.	<u>Fine Motor Marvel</u> Fine Motor - I can show a hand preference. - I can hold a pencil with a developing tripod grip for 3+ minutes. - I can make straight and curved marks on paper. - I can cut along a straight line. - I can use a paintbrush with developing control.	<u>Super Storyteller</u> Comprehension - I can listen to stories and show my understanding through my actions and comments. - I can answer simple ‘<i>who</i>’ and ‘<i>what</i>’ questions (about 3 out of 5 correct). - I can join in with repeated refrains when listening to stories. - I can handle books correctly, turning pages one at a time. - I can show that I know print carries meaning.
<u>Master Decoder</u> Word Reading - I can read all Set 1 single-letter sounds speedily. - I can ‘Fred Talk and say the word’ by orally blending sounds. - I can hold a book correctly and turn the pages one at a time. - I can point to each word as I read, showing developing 1:1 correspondence.	<u>Wonderful Writer</u> Writing - I can write some recognisable letter shapes) straight and curved lines. - I can segment and create CVC words with adult support, using a magnetic board. - I can write or build simple labels with - modelling and reminders from an adult. - I can talk about the marks and letters I write, showing that my writing has meaning.	<u>Magic Mathematicians</u> Number & Numerical Patterns - I can subitise groups of up to 3 objects. - I can sometimes see 4 or 5 without counting. - I can count objects carefully up to 5. - I can match numbers (0–5) to the right number of objects. - I can show how numbers from 1 to 5 are made (e.g., 4 is 3 and 1). - I can use fingers, dice patterns, and five frames to show n show numbers to 5. - I can verbally count to 5. - can say when a group has <i>more</i>, <i>fewer</i> or <i>the same</i> as another group. - I can explain how I know which group has more or fewer.	<u>Shape, Space and Measures</u> - I can explore and name simple 2D shapes (circle, square, triangle, rectangle). - I can create and continue simple patterns (like ABAB) with support. - I can use positional language such as <i>in</i>, <i>on</i>, <i>under</i>, and <i>next to</i>. - I can compare size/weight using words like <i>big/small</i> and <i>tall/short/heavy/light</i> - I can explore capacity through water and sand play (full, empty, half full). - I can sequence simple daily events (morning, lunchtime, home time).
<u>Happy Historian</u> Past and Present - I can name 4 or more family members and describe their roles. - I can spot 1–2 differences between things from now and the past using photos or artefacts. - I can talk about my own experiences and family traditions. - I can observe and describe 2 or more features of autumn.	<u>Community Champion</u> People, Culture and Communities - I can identify 2 or more people who help us in the community. - I can name one special place in my local community. - I can talk about my own family and home. - I can notice different occupations when they are pointed out to me.	<u>Nature Detectives</u> Natural World - I can spot things in nature like plants, animals and the weather. - I can talk about what I see outside. - I can draw simple pictures of animals and plants. - I can talk about places I know, like school and home.	<u>Master Makers</u> Creating with Materials - I can try different materials like paint, glue and collage. - I can use tools safely with help (scissors, brushes). - I can explore colours and textures.
<u>Perfect Performers</u> Being Imaginative and Expressive - I can recreate simple story ideas in my play when an adult helps me. - I can join in with familiar rhymes and songs. - I can copy simple actions while singing. - I can use toys or props to pretend. - I can use simple props in my play. - I can act out simple stories when I play. - I can talk about the props I have made.	<u>Exciting Explorer</u> Playing and Exploring - Characteristic of Learning - I can explore new toys, resources and spaces when an adult encourages me. - I can show interest in new activities with need adult support to try them. - I notice things that interest me in the environment. - I can stay with an activity for a short time when an adult joins me. - I can take part in new experiences when they are modelled for me. - I can begin to choose between two activities when an adult offers options.	<u>Challenge Seeker</u> Active Learning - Characteristic of Learning - I can have a go at simple challenges when an adult encourages me. - I can keep trying for a short time when something is difficult. - I can show that I am pleased when I achieve something new. - I can begin to try different ways to solve very simple problems when guided. - I can copy others to learn new ways of doing things. - I can respond positively when adult praise my effort.	<u>Thoughtful Thinker</u> Creating and Thinking Critically - Characteristic of Learning - I can join in simple pretend play when an adult helps me get started. - I can try one way to solve a problem when something goes wrong. - I can explore different resources and see what they can do. - I can copy an idea shown by an adult or friend. - I can talk about what I am doing when an adult asks me questions. - I can stay focused on an activity I enjoy for 5–8 minutes with reminders.