

## Communication and Language

### Listening and attention

Listen attentively in a range of situations  
Give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding

Follow instructions involving several ideas or actions.  
Answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Speaking

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  
Develop their own narratives and explanations by connecting ideas or events.

## Literacy

### Reading

Can segment the sounds in simple words and blend them together and 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.  
Enjoys an increasing range of books.

### Writing

Gives meaning to marks they make as they draw, write and 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, captions.  
Attempts to write short sentences in meaningful contexts.

## Physical Development

### Moving and handling

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  
Begins to form recognisable letters and some key words.  
Handles tools, objects, construction and malleable materials safely and with increasing control. Travels with confidence and skill around, under, over and through balancing and climbing equipment.  
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

### Health and self-care

Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Personal, Social and Emotional Development

### Self-confidence and self-awareness

Confident to try new activities, and say why they like some activities more than others.  
Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.  
Say when they do or don't need help.

### Managing feelings and behaviour

Talk about how they and others show feelings.  
Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.  
Adjust their behaviour to different situations, and take changes of routine in their stride.

### Making Relationships

Play co-operatively, taking turns with others  
Take account of one another's ideas about how to organise their activity  
Show sensitivity to others' needs and feelings  
Form positive relationships with adults and other children

## SPRING TERM 1 2016 Objectives Family Fortunes Reception

## Mathematics

### Numbers

Selects the correct numeral to represent 1 to 10, then beyond.  
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  
Estimates how many objects they can see and checks by counting them.  
Begins to identify own mathematical problems based on own interests and fascinations.  
Uses the language of 'more' and 'fewer' to compare two sets of objects.

### Shape, space and measures

Uses everyday language related to time.  
Orders and sequences familiar events.  
Measures short periods of time in simple ways.

## Understanding the World

### People and communities

Talk about past and present events in their own lives and in the lives of family members.  
Know that other children don't always enjoy the same things, and are sensitive to this.  
Know about similarities and differences between themselves and others, and among families, communities and traditions.

### The world

Know about similarities and differences in relation to places, objects, materials and living things.  
Talk about the features of their own immediate environment and how environments might vary from one another.

### Technology

Completes a simple program on a computer.  
Uses ICT hardware to interact with age-appropriate computer software.

## Expressive Arts and Design

### Exploring and using media and materials

Begins to build a repertoire of songs and dances.  
Explores the different sounds of instruments.  
Explores what happens when they mix colours.  
Experiments to create different textures.  
Manipulates materials to achieve a planned effect.

### Being imaginative

Create simple representations of events, people and objects.  
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  
Plays cooperatively as part of a group to develop and act out a narrative.