

## PERSONAL, SOCIAL AND EMOTIONAL

I can say how others are feeling based on their expressions and actions

I am starting to sit and listen more consistently

I can keep on trying when I find something difficult

I can say what I am good at and what I would like to improve

I can sit and listen during adult focus time

I can follow instructions with two or more parts

## UNDERSTANDING THE WORLD

I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.

I can talk about the past

I can talk about what I have heard and seen in stories and picture books and how this is different/ the same

I can explore and talk about the natural world using what I know from stories/ non-fiction

I can draw information from a simple map

I can start to talk about the differences in lives in other countries

I can describe another environment e.g. desert, Arctic etc. I can talk about the weather linked to seasonal change

I can talk about the lives of people I am familiar with

I can talk about the roles of people in society

## EXPRESSIVE ARTS & DESIGN

I can use various tools for artwork and design e.g. playdough tools

I can select my own art and design materials to create with

I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.

I am starting to recreate familiar stories (with adult support)

Beech Class  
Reception  
**TERMS 3 & 4 - 2024/2025**

**Eureka!**



## PHYSICAL DEVELOPMENT

I can use lots of different ways of moving appropriately

I can climb over, under and through obstacles

I can show good pencil control when mark making and drawing

I can use cutlery and other one handed equipment

## COMMUNICATION AND LANGUAGE

I can demonstrate good listening behaviours

I can follow simple instructions (with two or more parts) reliably

I can engage in story times

I like to join in with familiar songs and rhymes

I am starting to share my ideas with familiar adults

I can talk to others (adults and children)

I use talk to organise my thoughts

I can listen to and talk about stories, rhymes and non-fiction

I can share my ideas using talk as a tool

I can say how I feel using talk as a tool

## NUMBERS

I can continue to develop my subitising and counting skills.

I can explore the composition of numbers within and beyond 5.

I can begin to identify when two sets are equal or unequal and connect two equal groups to doubles.

I can begin to connect quantities to numerals

I can compare mass

I can find a balance

I can explore and compare capacity

I can explore and compare length

I can explore and compare height

I can talk about, order and sequence time

I can recognise and name 3-D shapes

I can find 2-D shapes within 3-D shapes

I can identify more complex patterns

## LITERACY

I can write some lower case letters correctly

I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)

I can identify known letters to match initial sounds (phase 2)

I can match phase 2 letters and sounds

I can write CVC words and labels e.g. c-a-t

I can write simple labels

I can start to write simple captions

I can say a simple sentence for writing (oral and count words)

I can retell the key events in stories

I am starting to recall facts from non-fiction

I can talk about what has happened in the story so far

I can listen carefully to stories, rhymes, non-fiction and songs

I can match most of the phase 2 letters and sounds

I can say the chapter 2 sounds in CVC words

I can segment and blend CVC words

I can read most of the chapter 2 tricky words

I am starting to read captions e.g. the cat and the dog

I can start to blend the sounds together



## Beech Home Learning Menu



Read at least 5 – 10 minutes daily

(3 days decoding and 2 days  
comprehension skills)

Home learning  
activities will be  
introduced when the  
teachers feel the  
learner is ready.

Phonics Shed challenge

This could be sound revision or word  
reading such as common exception words  
or high frequency words.

