

COMMUNICATION & LANGUAGE

- I can listen attentively during discussions as a class, with peers and the teacher
- I can ask questions about stories that have been read to me and that I have read
- I can listen attentively and respond appropriately during conversations
- I can hold a conversation with my peers and teachers back and forth
- I can explain why things happen and use new vocabulary during these discussions
- I can explain why things happen
- I speak in full sentences, using conjunctions and speaking in past, present and future tenses

LITERACY

Reading:

- I can recall 100% of the Phase 2 GPCs and tricky words
- I can recall 100% of the Phase 3 GPCs and tricky words
- I can recall 80% of Phase 4 tricky words
- I can read aloud sentences with good fluency that are matched to my phonetic ability
- I reread books to develop confidence in reading and fluency
- I can ask more complex questions during discussions about a wide range of texts and answer with confidence and good logic
- I can make rational anticipations of key events in the story through inferences
- I can predict key events in the story, justifying why they may happen
- I can express my ideas and views about the characters and events in the story
- I can retrieve information by finding key words in the text
- I can sequence a class story remembering some details and key events including story specific vocabulary

Writing:

- Form all lower and capital letters correctly
- Spell words accurately by matching sounds to their letter representations
- Begin to write short phrases/ sentences that can be read by others
- Write all high frequency decodable and tricky words from Phase 2 and most from Phase 3
- I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.
- I can hold a pencil effectively, using the tripod grip

PIRATES



PBW FEDERATION
SUMMER TERM 2 IN RECEPTION

PHYSICAL DEVELOPMENT

- I can negotiate space and obstacles safely, with consideration for myself and others
- I can demonstrate strength, balance and coordination when working on the floor and gymnastic equipment
- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- I can put a sequence of actions together
- I can improvise independently to create a simple dance
- I can form all 26 letters of the alphabet correctly
- I can sit all letters on the line

Swimming:

- Develop confidence when entering and moving in the water
- Safely enter and exit the pool
- Begin to develop floating and confidence in submerging
- Developing kicking and arm pulling actions

MATHS

- Count objects to 20 and beyond
- Consolidate subitising to 10 and begin to subitise to 20
- Link numerals and amounts to 20 and beyond
- Exploring different compositions of numbers to 20
- Rotate and explain shape arrangements
- Explore sharing and grouping
- Copy and create repeating patterns
- Explore and create own maps and instructions

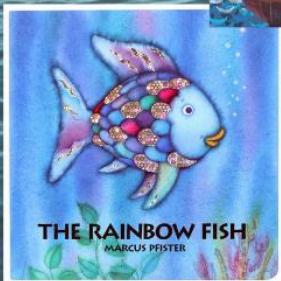
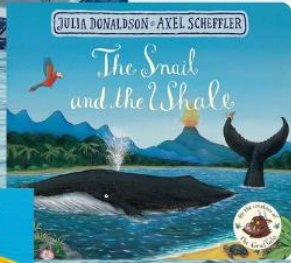
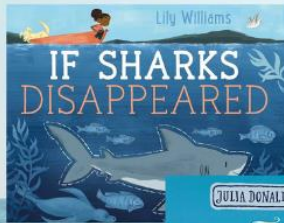
PSED

Growing and Changing:

- I can describe the life cycle of an animal
- I can describe how a baby grows into an adult and what they might need
- I can name some things about how babies are made
- I can tell you the scientific names for my body parts
- I can tell you the PANTS rule
- I can confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding
- I can understand why others may feel happy or sad because of events that have happened
- I can work towards goals and show patience towards others and control my own behaviour without reminders from adults
- I follow instructions from my teacher, even when given several actions
- I am confident when trying new activities
- I show perseverance in the face of challenge
- I can explain the reasons for why we have rules
- I know right from wrong and I try to behave accordingly
- I am managing my own hygiene and personal needs, e.g. dressing, toileting and healthy food choices
- I work and play co-operatively, including turn taking with others
- I have formed positive adult and peer relationships



BOOKS WE MAY EXPLORE...



AND A RANGE OF
NON-FICTION BOOKS..

UNDERSTANDING OF THE WORLD

- I know some similarities and differences between things in the past and now, drawing on my own experiences and what has been read to me in class (Pirates from the past, beaches from the past)
- I can talk about the lives of people around me and their roles in society
- I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events
- I can use photos, maps, books and my own experiences in order to compare different places and environments across the world
- I can find the UK on a simple map
- I can find the land and sea on a map
- I can follow a simple map of a familiar place finding and naming features. I can locate items on the map
- I can talk about and name the four countries in the UK
- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- I understand some important processes and changes in the natural world around me, including seasons
- I can explore the natural world around me, making observations and drawing pictures of animals and plants
- I understand how plants grow and change
- I understand how animals grow and change
- I can experiment making changes to materials
- I can ask 'how' and 'why' questions such as how things happen and how things work

EXPRESSIVE ARTS AND DESIGN

- I can independently select additional tools to add details and improvements to pictures
- I can mix and match to a specific colour I want
- I can independently print simple shapes
- I can draw from observation by making a careful study and then including features and details in the pictures
- I can draw landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes
- I can use improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid
- I can make collages/mosaics adding details using a range of textures and describe these
- I can make something with clear intentions from start to finish
- I use a variety of techniques and shapes to sculpt
- I can carefully select additional materials to incorporate and enhance my model
- I can measure and weight food items, non-standard measures e.g. cups, spoons
- I can carefully develop and share my ideas, experiences and imagination independently and collaboratively
- I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play
- I can perform songs, rhymes, poems and stories with others (learning and performing Sea Shanties)
- I can show some control in playing percussion instruments

KEY VOCABULARY

pirate treasure navigate
globe ship cabin telescope
atlas compass weather seasons
flags voyage cannon captain
mast rigging summer
map plank

