

Physical Development (gross motor)

I am beginning to turn my sleeves in the correct way when they are inside out.

I can control movement from my shoulder, elbow, wrist and fingers in preparation for writing.

I can move and rotate my lower arms and wrists independently and touch each finger to my thumb.

I can cross the midline and move with bilateral coordination (move the left and right sides of my body together in an activity).

I am developing core strength and stability to sit on the carpet and at a table with good posture.

Physical Development (fine motor)

I can manipulate tactile materials with fine motor skills using bilateral coordination (eg squeezing, pushing, poking and rolling).

I can demonstrate hand-eye coordination eg pegging.

I can demonstrate visual perception skills eg puzzles, memory games, copying a picture.

□ I can hold my pencil, refining my grip to make marks.

□ I can control a pair of scissors, beginning to use a thumb and one finger.

□ I can use a glue stick correctly, knowing how far to wind up the glue.

□ I can use a range of tools eg pencils for mark making, playdoh tools, paintbrushes.

Helping at home

- Please practise phonic sounds every day.
- Please read every day for ten minutes to improve fluency and comprehension and write a comment in the Reading Record.
- Please complete weekly 'Observation Stars' for Learning Journeys.
- Please continue to use the auklet@eastsomersetfederation.co.uk and barnowl@eastsomersetfederation.co.uk emails if you have any questions.

THANK YOU!

Don't forget to visit the Auklet and Barn Owl Class

page: <https://www.brutonprimary.org.uk/>

Communication and Language

I know that I put up my hand on the carpet if I have something to say.

I understand how to listen carefully and why this is important.

I can use social phrases, particularly when greeting others.

I know many rhymes and can sing some songs.

I engage with a number of text types including poetry and non-fiction.

I can retell a familiar story.

I can learn new vocabulary and apply it to my learning.

I can articulate my ideas and thoughts in well-formed sentences.

I am developing my use of irregular tenses, eg ran and swim rather than 'runned' or 'swimmed.'

I engage in story time, asking and answering questions about the character, plot and setting.

I can identify the main characters and talk about their actions and motives.

Personal Social and Emotional

Development

I am growing in independence and can manage my own needs including putting on my coat, using the toilet and washing my hands.

I can say goodbye and part from my grown-up in the morning to come into school.

I can look after my own belongings and know that my jumper and pictures go into my book bag.

I am developing the skills of resilience.

I know that we work as a team to tidy up.

I know the importance of being calm and sitting, ready to learn on the carpet.

I know how to line up sensibly.

I know that I am a valuable individual and can talk about my interests and family.

Maths

- I can match objects as a pair.
- I can match pictures and objects.
- I can sort objects by type.
- I can create my own sorting rule.
- I can compare size, mass and capacity
- I can explore, copy and continue simple patterns.
- I can subitise
- I can develop my skills in counting, cardinality, ordinality, composition and comparison

Literacy

I can recognise and write my name, forming all letters correctly.

I can apply my phonic knowledge to attempt to read and write simple CVC words.

I am beginning to record all letters in simple words, separating words by finger spaces

I can use Talk 4 Writing to retell Goldilocks and the Three Bears

I can talk about characters and settings.

Phonics

I can give the sounds for the following letters:
s,a,t,p,i,n,m,d,g,o,c,k,e,u,r

I can read the following tricky words: I, go, to, the.

I can segment to spell and blend to read simple VC and CVC words.

I can apply my phonic knowledge to read simple, phonic appropriate books, building up my fluency, understanding and enjoyment.

I can use 'letter formation rhymes' to help me write the sounds I have learned correctly.

New vocabulary

Family, unique, same, different, special, old, older, young, younger

Veins, stalk, oak, sycamore, acorn, conker, collage, harvest, autumn

Happy, sad, angry, worried, rules

Poem, story, plot, characters, setting



'Marvellous Me'

Reception - Autumn 1 2025



Understanding the World

I can talk about my family and members of the community discussing their role in society e.g. dentist

I can share photos of my family, talking about them using whole sentences.

I can welcome the difference between families of the class and in different stories.

I can use books and nursery rhymes to help me develop an understanding of the past and present.

I know that 'Harvest' is a festival that Christians celebrate to thank God for our food.

I can describe what I see, hear and feel whilst outside, exploring the grounds.

Expressive Arts and Design

I can use a paintbrush, washing between colours.

I can mix colours to make skin tone.

I can use pencils to create simple representations of people, animals and objects.

I can use natural materials to create representations of people and animals.

I can use collage techniques to create.

I can listen to music giving my thoughts and opinions, saying how it makes me feel.

I can develop storylines in my play.