

#### **Reception Overview**

The children have access to high quality learning. This is achieved through direct teaching time with the whole class, small group work and targeted intervention groups, together with opportunities for sustained play-based learning through Continuous Provision (choosing time). We work in this way because higher level involvement occurs most often when children can pursue their own activities and have control over their own learning in an engaging, enabling environment. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. During choosing time, staff play alongside the children, extending their learning through our planned objectives as well as encouraging children to challenge their own thinking and ideas in order to be excited and inquisitive learners.

# Characteristics of Effective Learning

The focus of the characteristics of effective learning is on how children learn rather than what they learn. This is based on the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will develop characteristics conducive to a growth mind set, leading them to be creative, adventurous, resilient learners throughout their lives. The three characteristics of effective teaching and learning, identified by the EYFS framework, are:

Playing and exploring - children investigate and experience things, and 'have a go.

Active learning - children concentrate, enjoy achievements and keep on trying if they encounter difficulties.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Points of Interest	Change of season: Autumn	Diwali Bonfire Night Hanukah Christmas	Change of season: Winter Chinese New Year Safer Internet Day Valentine's Day	Change of season: Spring Shrove Tuesday World Book Day British Science Week Comic Relief Mother's Day Easter Sunday	Queen's Birthday Eid Space Day	Change of season: Summer Queen's Jubilee Father's Day Summer Solstice
Possible experiences	Booktrust storytelling session	A trip to the theatre Nativity performance	Sparks Arts Festival	A trip to a farm	Eggs to chicks	Sports day
Parental Involvement	Parents evening Booktrust Session	Christmas craft morning	Parents Evening	A family Easter egg hunt		A family end of year trip



#### **Communication & Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Listening ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	I can listen to and join in with songs, rhymes stories and associated actions  I retell the main points of my favourite stories	I can retell known stories in my own words, with some support	I can recall key facts from nonfiction texts we've been reading, with support	I can retell known stories in greater detail, without support	I can recall key facts from nonfiction texts we've been reading  I can ask questions to find out more	I can ask questions and explain what I understand by the answers.
Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate.	I talk in full sentences, sometimes with support.  I talk in full sentences, of at least 4-6 words.  I can answer where, when, how and why questions, sometimes adding more detail to my answers.	I can offer my own ideas and recall experiences using new words I've learnt.  I can make up my own stories with support.  I talk in full sentences using past and present tenses accurately.	I can make up my own simple stories following a simple beginning, middle, end structure.  I am beginning to offer simple explanations and opinions using new words I've learnt	I can explain and express opinions using new words I've learnt.  I can tell my own stories including increasing detail.  I can talk about what I've done and what others have done.	I can use talk about the past, using new words I've learnt  I speak in longer sentences joined by conjunctions following a spoken model.	I can use talk to plan using new words I've learnt.  I speak in longer sentences joined by conjunctions.  The stories I make up include aspects of story language



xpress their ideas and selings about their elings about their experiences using full entences, including use of east, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
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#### Personal, Social & Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Self-Regulation ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	I am starting to recognise different emotions I am beginning to understand how people show emotions I can focus during short whole class activities I can follow one-step instructions I know that I need to listen to my friends and teachers and can show this by looking.	I can show an increasing awareness and understanding of the feelings of others.  I follow classroom rules and routines.  I can complete two-part instructions given to me by my teacher without reminders.	I know when I get frustrated and can manage my feelings appropriately.  I can focus during longer whole class lessons I can follow two step instructions	I can talk about my feelings in detail. I can set myself challenges. I can continue an activity with sustained concentration. I can follow more complex instructions given to me by my teacher.	I can complete challenges I have set for myself and set by an adult.  I can adapt and refine my thinking and actions when I encounter a problem in my play.	I can maintain focus during extended whole class teaching I can follow instructions of three steps or more
Managing Self ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  Explain the reasons for rules, know right from wrong and try to behave accordingly	I can make independent choices in the learning environment sometimes with support.  I can show a developing understanding of classroom rules and routines.	I can make independent choices in the learning environment.  I can continue an activity until completion with support.  I am beginning to have confidence to try new	I am beginning to show resilience and perseverance in the face of challenge I can do up a zipper/Buttons/buckles	I can dress/undress independently for activities such as P.E and Forest Time.  I can describe how the body feels when still and when exercising.	I can identify and name healthy foods  I can manage my own basic needs independently	I show resilience and perseverance in the face of challenge I show a 'can do' attitude I understand the importance of healthy food choices



Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	I can wash my hands independently I can put on my socks and coat independently	activities  I can follow class rules and begin to understand the need to have rules				
Building Relationships ELG Work and play cooperatively and take turns with others  Form positive attachments to adults and friendships with peers  Show sensitivity to their own and to others' needs.	I can seek the support of adults when needed I am gaining the confidence to speak to peers and adults I can ask for help from familiar adults or other children when I need it.	I can pay attention and respond appropriately in conversations. I can work with my friends to tidy the learning environment by following a model	I can work as a group with support  I can use taught strategies to support turn taking	I can listen to the ideas of other children and agree on a solution and compromise	I can work as a group with minimal adult support I am beginning to develop relationships with other adults around the school	I am confident to communicate with adults around the school I have developed friendships.



#### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others  Demonstrate strength, balance and coordination when playing  Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	I can move safely in a space I can stop safely I can develop control when using equipment I can follow a path and take turns I can work cooperatively with a partner	I can balance I can hold a position for 10 seconds. I can run and stop I can change direction I can jump forward with two feet/hop To explore different ways to travel using equipment.	I can create short sequences using shapes, balances and travelling actions I can balance and safely use apparatus I can jump and land safely from a height I can explore traveling around, over and through apparatus.	I can throw and catch with a partner.  I can kick a ball and receive it with a partner.  I can balance a beanbag on my head  I can roll and track a ball  I can develop accuracy when throwing to a target  I can create a short sequence of body movements	I can play group games which involve ball skills, control of large-scale movements and following the rules of the game.  I can dribble a ball using feet  I can bounce a ball.  I can kick a ball to a target  I can hit a ball with a bat.	I can travel with confidence and skill, negotiating space independently.  I can independently use a range of large and small apparatus indoors and outside.
Fine Motor Skills ELG - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint	I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes.  I can cut using scissors,	I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape  I can draw lines, circles and shapes to draw pictures.	I can use scissors to make fringes curls, cutting out internal shapes / patterns.  I can form identifiable letters, independently, sometimes sitting on a	I can use a template to draw around and cut out independently.  I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with	I can use scissors to cut a variety of materials to independently support my model making / artwork. I can form some capital letters matched to lower case letters that I know,	I use the tripod grip when using pens/pencils.  I can form most taught letters correctly on a line.  I can use cutlery independently, with good



brushes and cutlery	with growing control.	line.	support.	with some support.	control, to eat a meal.
Begin to show accuracy and care when drawing.		0 0	I can form identifiable letters independently, on a line.		



#### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.	I can independently look at book, holding it the correct way up and turning the pages one at a time.	I engage in story times, joining in with repeated phrases and actions  I am beginning to answer questions about the stories read to them  I enjoy an increasing range of books including fiction, non-fiction and poetry.	I can use pictures to tell a story  I am beginning to act out stories  I am beginning to predict what may happen in the story  I can suggest how a story might end	I can retell a familiar story I can follow a story without pictures or props I can talk about the characters in a familiar story	I am beginning to answer questions about what they have read  I use vocabulary that is influenced by their experiences of books	I can answer questions about what they have read  I know that information can be retrieved from books  I can predict what will happen next
Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	I can orally blend and segment.  I can read my name, with support.	I can read my name.  I can recognise taught phase 2 sounds (s a t p i n m d g o c k)  I am beginning to read CVC words with support.  I can read taught common exception words (the I is it a can mum dad to and)	I can recognise taught phase 2 sounds (ck e u r h b f l ff Il ss)  I can read taught common exception words (no go into you) I can read books matching my phonics	I can recognise taught phase 2 and 3 sounds (j v w x y z zz qu ch sh)  I can read taught common exception words (he she we be me)  I can read books matching my phonics	I can recognise taught phase 2 and 3 sounds (th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  I can read taught common exception words (all are her was my)  I can read books matching my phonics ability.	I can recognise taught phase 2 and 3 sounds (ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  I can read taught common exception words () I can read books matching my phonics



		I am beginning to read books matching my phonics ability with support.	ability with support.	ability.		ability.
Writing ELG Write recognisable letters, most of which are correctly formed  Spell words by identifying sounds in them and representing the sounds with a	I can orally blend and segment, sometimes with support.  I assign meaning to the marks that I make.	I attempt to form letter shapes matched to the taught phase 2 and 3 graphemes. (s a t p i n m d g o c k)	I can form some of the taught phase 2 and 3 graphemes correctly. (ck e u r h b f I f II ss)	I can form, most of the taught phase 2 and 3 graphemes correctly(j v w x y z zz qu ch sh)	I can form, most of the taught phase 2 and 3 graphemes correctly (th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	I can form, most of the taught phase 2 and 3 graphemes correctly (ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)
letter or letters  Write simple phrases and sentences that can be read by others.	I can copy my name, with support.  I can hear the initial sounds in a word, sometimes with support.	I can write my name, sometimes supported.  I can write a CVC word, with support.	I can write my name.  I can copy some common exception words correctly using a word mat or with support.	I can spell some common exception words and copy some others using a word mat and with support.	I can spell some common exception words correctly, sometime using a word mat and with support.	I can spell some common exception words correctly.
			I can think of, and write, a short caption with support.	I can think of, and write, a short simple sentence.	I can write a sequence of simple sentences that can be read by others with support.	I can write a sequence of simple sentences that can be read by others.  I leave a finger space in
			I can leave a finger space in between words that I write, with support.	I can leave a finger space in between words that I write, with support.  I am beginning to	I sometimes leave a finger space in between words that I write.  I know that a sentence	between words that I write.  I know that a sentence
				understand that a sentence starts with a capital letter and ends with a full stop, with support.	starts with a capital letter and ends with a full stop with support.	starts with a capital letter and ends with a full stop.



#### **Maths**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Number ELG Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system	Comparison I can find all objects with a given attribute and I am beginning to identify the attribute used to sort a set Counting I join in with number songs and stories. I can count objects, actions from 1-5 with support. I can recite numbers forwards and backwards to 5. Cardinality I can subitise numbers, presented in a familiar pattern, up to 3 with support. I can link the quantity to the	Comparison I can say which group has more and which group has fewer, with support. I can use the language of equal to when two groups are the same, with support.  Counting I can count and represent objects up to 5, with support. I can say what will be one more/one less than a given number (up to 5) using concrete objects with support.  Cardinality I can subitise numbers, presented in familiar	Comparison I can compare two quantities (up to 8) and say which has more/fewer items and which groups are the same.  Counting I can recite numbers forwards and backwards to 8 sometimes using a number line with support.  Cardinality I can subitise numbers, presented in familiar patterns, up to 5  Matches the numeral with a group of items to show how many there are (up to 8) with support	Comparison I can estimate a number of things, showing understanding of relative size (with support)  Counting I can count and represent objects up to 10, with support.  I can recite numbers from 0 to 10 (and beyond) and back from 10 to 0  Increasingly confident at putting numerals in order 0 to 10 (ordinality)  Cardinality Matches the numeral with a group of items to show how	Comparison I can estimate a number of things, showing understanding of relative size  Counting I can recite numbers forwards and backwards to 20 with support.  I can count on, and back, from a given number up to 10 using a number line.  I can count and represent objects up to 10.  Cardinality Matches the numeral with a group of items to show how many there are (up to 10)	Comparison I can sort quantities into groups which are the same different and equal and use language of more/fewer. I can share a given quantity into two equal groups. I can halve a whole number by sorting it into two equal groups. I know that when a group can't be shared equally, it is odd and when a group can be shared equally, it is even be counting I can recite numbers forwards and backwards to 20.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	cardinal number it represents (up to 5) with support.  I can represent numbers (up to 5) using my fingers, with support.	patterns, up to 5 with support  Matches the numeral with a group of items to show how many there are (up to 5)  Composition I am beginning to	I can represent numbers (up to 8) using my fingers.  Composition I know that a number can be made up of two smaller numbers.	many there are (up to 10) with support  I can represent numbers (up to 10) using my fingers.  Composition I can combine two groups to find the whole.	Composition I can recall number bonds to 10. In practical activities, adds one and subtracts one (with numbers to 10) with support	Cardinality Beginning to match the numeral to group of items to show how many there are (beyond 10)  Composition



						PETITION
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	I can take turns to play maths games which involve counting and recognising numerals (up to 5.)  Composition I am beginning to recognise that each counting number is one more than the one before I am beginning to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same	can be made up of two smaller numbers	I can arrange compositions of number bonds to 5 in different ways using a five frame, with support.  I can begin to show a knowledge of number bonds to 5.	I can partition numbers to 10 in a part whole model with support.  I am beginning to learn some number bonds to ten with support.  I can arrange compositions of number bonds to 10 in different ways using a tens frame, with support.  I can use ten frames to make numbers beyond 10 with support.		subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three  In practical activities, adds one and subtracts one (with numbers to 10)
Maths – Measure, shape & spatial thinking  There are no early learning goals that directly link to shape, spatial thinking or measurement objectives. However, children will have experienced rich opportunities to develop these skills in order to enable them to access the national curriculum content.	Spatial Awareness I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference  Shape I can sort objects based on different attributes e.g., colour, size, shape with support.  Pattern I can extend and copy a repeating ABAB pattern.  Measure I can match objects.  I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.	Spatial Awareness I understand positional language In front, on top, next to, behind with support.  Shape I can name and recognise circles, triangles, squares and rectangles. I can describe a shape using terms such as 'sides, corners with support.  Pattern  Measure I am beginning to measure time in simple ways with support. I use language of time, such as first, then, next, last, to sequence events.	Spatial Awareness  Shape I can recognise and name some basic 2-D and 3-D shapes. I can describe a shape using terms such as 'sides, corners, flat, solid, faces.  Pattern  Measure I can recite the days of the week in order, with support. I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest, shorter/shortest, heavier/heaviest, lighter/lightest.	Spatial Awareness Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)  Shape  Pattern I can create my own AB patterns. I can repeat more complex patterns e.g., AABB, ABB, AABBB.	Spatial Awareness Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes  Shape I am beginning to understand the relationship between 2d and 3d shapes.  Pattern  Measure	Spatial Awareness Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  Shape  Pattern  Measure I can describe length using shorter than, it is longer than, it is equal to. I can describe weight, using heavier than, it is lighter than, it is equal to. I can describe distance Far, further, furthest I can describe capacity



#### **Understanding of the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Past and Present ELG Talk about the lives of the people around them and their roles in society  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  Understand the past through settings, characters and events encountered in books read in class and storytelling	I know, and can talk about, my own life-story  I know how I have changed.  I can talk about people I know in my life	I can explore the differences between Christmas in the past and now.	I can talk about the different jobs that adults do and how they can help us (paramedics/nurs es/ doctors/fire fights/postman/teachers/ shop assist/delivery drivers)	I can talk about the past in contrast to the present using pictures, characters and stories.	I am beginning to understand that things happened a really long time ago – Moon landing/Space Day	I am beginning to understand that things happened a really long time ago – Queen's Jubilee
People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this	I can compare my school environment with my home environment.	I can talk about key features in my local environment  I can talk about the Hindu celebration of Diwali  I can talk about the Jewish celebration of Hanukah.  I can talk about the Christmas Story and how it is celebrated across the world	I can talk about how my local environment is the same / different from the environment in stories.  I can talk about Chinese New Year.  I can talk about Valentine's Day.	I can talk about how my local environment is the same / different from the environment in stories.  I can listen to and talk about the Easter Story and how Easter is celebrated around the world.	I can make simple maps of my local environment, with support  I know features of the Earth  I can talk about the Islamic celebration of Eid-al-Fitr	I can talk about how my local environment is the same / different from the environment in stories.  I can make simple maps of my local environment, with support  I can talk about features of the Earth



country and life in other countries, drawing on knowledge from stories, non- fiction texts and – when appropriate – maps. The Natural World ELG	I can discuss daily	I can talk about changes	I can describe changes in	I explore animals and	I can plant different	I can talk about floating
Explore the natural world around them, making	weather	in state that happen	water as it freezes and	their habitats.	seeds to grow flowers,	and sinking.
observations and drawing	I can talk about seasonal	when we're cooking different recipes.	melts.	I can talk about changes	fruit and vegetables, observe the growth of the	I can harvest grown fruit
pictures of animals and plants.	changes - Autumn		I explore animals and	in state that happen	seeds and talk about the	and vegetables.
Know some similarities and differences between the		I can talk about how you can shine light through	their habitats.	when we're cooking different recipes.	changes I notice.	I can talk about changes
natural world around them and		some materials, but not	I can talk about seasonal	·	I know how to care for	in state that happen when
contrasting environments, drawing on their experiences		others.	changes - Winter	I can talk about seasonal changes – Spring	growing plants.	we're cooking different recipes.
and what has been read in class.		I can talk about shadows.			I can explore space and	
					learn about the sun, earth and moon.	I can talk about seasonal changes - Summer
Understand some important processes and changes in the					carar and moon.	changes carninol
natural world around them,						
including the seasons and changing states of matter.						



#### **Expressive Arts & Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher  Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	I can act out my own narratives with others, based on my everyday experiences  I learn to sing simple songs from memory, with the support of an adult  I can use some instruments to make different sorts of sounds e.g. fast /slow/loud/quiet.  I am beginning to talk about whether music makes me feel happy/sad/angry with support by an adult.	I can retell known stories using props and puppets  I can sing new songs once they've been taught to me  I can change how I play instruments by following simple instructions.	I am beginning to make up my own stories using props and puppets  I have a repertoire of songs which I can sing from memory  I use instruments to Keep a beat and play increasingly complex patterns  I am beginning to talk about whether music makes me feel happy/sad/angry with support by an adult.	I make up my own stories with props and puppets, using language which has been influenced by reading  I can perform by singing and dancing  I can move rhythmically to music	I can talk about how different types of music make me feel	I can use watercolours to create a still life picture.  I can design and make my own sculpture.  I can talk about the creative choices of others.  I can name a few different musical / dance styles
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and	I can use a pen, pencil, chalk, pastel to draw a self-portrait.  I can create a collage using scissors, glue and	I can create patterns using shapes and colours.  I can mix colours and create different	I can create prints using a variety of techniques.  I can use my observation to draw in more detail.	I can mix materials to create different textures.  I can mix techniques to create different textures.	I can use patterns to inspire my own work.  I can say how I could improve my work.	
function	colours effectively. I know who (name of artist) is and can talk	shades. I know what a	I can talk about my creation and say what I like about it.	I can explain my creative choices.		



Share their creations,	about his style.	silhouette is and how		
explaining the process they		to create one.		
have used.	I can name all of the			
	colours and use them for	I can say what my		
Make use of props and	a purpose.	creation is and talk		
materials when role playing		about it with support.		
characters in narratives and	I can say what my			
stories.	creation is.			



CLL	PSE	PHS	Lit	Maths	UW	EA
I can listen to and join	I am starting to recognise	I can move safely in a	I can independently look	Comparison	I know, and can talk	I can act out my own
in with songs, rhymes	different emotions	space	at book, holding it the	I can find all objects with	about, my own life-story	narratives with others,
stories and associated			correct way up and	a given attribute and I am		based on my everyday
actions	I am beginning to	I can stop safely	turning the pages one at a	beginning to identify the	I know how I have	experiences
	understand how people		time.	attribute used to sort a set	changed.	
I retell the main points	show emotions	I can develop control		Counting		I learn to sing simple
of my favourite stories		when using equipment	I can orally blend and	I join in with number songs	I can talk about people I	songs from memory, with
	I can focus during short		segment, sometimes with	and stories.	know in my life	the support of an adult
I talk in full sentences,	whole class activities	I can follow a path and	support.	1		
sometimes with		take turns		I can count objects, actions from 1-5 with support.	I can compare my school	I can use some
support.	I can follow one-step		I can read my name, with	nom 1-5 with support.	environment with my	instruments to make
	instructions	I can work cooperatively	support.	I can recite numbers	home environment.	different sorts of sounds
I talk in full sentences,		with a partner		forwards and backwards to 5.		e.g. fast /slow/loud/quiet.
of at least 4-6 words.	I know that I need to listen		I assign meaning to the	Cardinality	I can discuss daily	
	to my friends and	I can use one handed	marks that I make.	I can subitise numbers,	weather	I am beginning to talk
I can answer where,	teachers and can show	tools safely and find what		presented in a familiar		about whether music
when, how and why	this by looking.	need in the environment	I can copy my name, with	pattern, up to 3 with support.	I can talk about seasonal	makes me feel
questions, sometimes		e.g., scissors, knives,	support.	Language Control of the Control of t	changes - Autumn	happy/sad/angry with
adding more detail to	I can make independent	forks, pencils,		I can link the quantity to the cardinal number it represents		support by an adult.
my answers.	choices in the learning	paintbrushes.	I can hear the initial	(up to 5) with support.		
	environment sometimes		sounds in a word,	(up to 0) with support.		I can use a pen, pencil,
I can offer my own ideas	with support.	I can cut using scissors,	sometimes with support.	I can represent numbers (up		chalk, pastel to draw a
based in several		with growing control.		to 5) using my fingers, with		self-portrait.
situations, sometimes	I can show a developing			support.		
with support.	understanding of					I can create a collage
	classroom rules and			I can take turns to play maths		using scissors, glue and
	routines.			games which involve counting and recognising		colours effectively.
				numerals (up to 5.)		I know who (name of
	I can wash my hands			(45 15 6.)		artist) is and can talk
	independently			Composition		about his style.
	I can put on my socks and			I am beginning to recognise		
	coat independently			that each counting number is		I can name all of the
	I can seek the support of			one more than the one		colours and use them for
	adults when needed			before		a purpose.
	I am gaining the					
	confidence to speak to			I am beginning to separate a group of three or four objects		I can say what my
	peers and adults			in different ways, beginning		creation is.



I can ask for help from	to recognise that the total is
familiar adults or other	still the same
children when I need it.	
	Spatial Awareness
	I can complete a 9–12-piece
	puzzle by manipulating the
	shapes and using a picture
	for reference
	Chang
	Shape I can sort objects based on
	different attributes e.g.,
	colour, size, shape with
	support.
	<u>Pattern</u>
	I can extend and copy a
	repeating ABAB pattern.
	<u>Measure</u>
	I can match objects.
	I can make comparisons
	using language such as
	bigger/ smaller,
	heavier/lighter and
	empty/full with support.



Reception Autumn 2 M CLL	PSE	PHS	Lit	Maths	UW	EA
I can retell known stories	I can retell known stories	I can balance				I can retell known stories
		i can balance	I engage in story times,	Comparison I can say which group has	I can explore the differences between	
in my own words, with	in my own words, with		joining in with repeated	more and which group has		using props and puppets
some support	some support	I can hold a position for 10 seconds.	phrases and actions	fewer, with support.	Christmas in the past and now.	
I can offer my own ideas	I can offer my own ideas		I am beginning to answer	I can use the language of		I can sing new songs
and recall experiences	and recall experiences	I can run and stop	questions about the	equal to when two groups	I can talk about key	once they've been taugh
using new words I've	using new words I've		stories read to them	are the same, with support.	features in my local	to me
learnt.	learnt.	I can change direction		are the same, with support.	environment	
			I enjoy an increasing	Counting		I can change how I play
I can make up my own	I can make up my own	I can jump forward with	range of books including	I can count and represent	I can talk about the Hindu	instruments by following
stories with support.	stories with support.	two feet/hop	fiction, non-fiction and	objects up to 5, with support.	celebration of Diwali	simple instructions.
• •		·	poetry.			
I talk in full sentences	I talk in full sentences	To explore different ways		I can say what will be one	I can talk about the	I can create patterns
using past and present	using past and present	to travel using equipment	I can recognise	more/one less than a given	Jewish celebration of	using shapes and colours
tenses accurately.			taught phase 2	number (up to 5) using concrete objects with	Hanukah.	
•	I can show an increasing		sounds (ck e u r h b f l ff	support.		I can mix colours and
I talk in full sentences,	awareness and		II ss)	зарроги.	I can talk about the	create different shades.
sometimes with support.	understanding of the		,	Cardinality	Christmas Story and how	
••	feelings of others.		I can read taught common	I can subitise numbers,	it is celebrated across the	I know what a silhouette
I talk in full sentences, of	, and the second		exception words (no go	presented in familiar	world	is and how to create one.
at least 4-6 words.	I follow classroom rules		into you)	patterns, up to 5 with support		
	and routines.		,		I can talk about changes	I can say what my
I can answer where,			I can read books	Matches the numeral with a	in state that happen when	creation is and talk about
when, how and why	I can complete two-part		matching my phonics	group of items to show how	we're cooking different	it with support.
questions, sometimes	instructions given to me		ability with support	many there are (up to 5)	recipes.	11
adding more detail to my	by my teacher without			Composition	•	
answers.	reminders.		I can form some of the	I am beginning to understand	I can talk about how you	
			taught phase 2 and 3	that a number can be made	can shine light through	
I can offer my own ideas	I can make independent		graphemes correctly.	up of two smaller numbers	some materials, but not	
based in several	choices in the learning		(ck e u r h b f l f ll ss)		others.	
situations, sometimes	environment.		,	Spatial Awareness		
with support.			I can write my name.	I understand positional	I can talk about shadows.	
• •	I can continue an activity		1	language In front, on top,		
	until completion with		I can copy some common	next to, behind with support.		
	support.		exception words correctly	Ohana		
			using a word mat or with	Shape		
	I am beginning to have		support.	I can name and recognise		
	confidence to try new		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	circles, triangles, squares and rectangles.		



activities	s	I can think of, and write, a			ı
		short caption with	I can describe a shape using		i
I can fol	llow class rules	support.	terms such as 'sides, corners		ı
and beg	gin to understand		with support.		ł
_	d to have rules	I can leave a finger space			ı
		- ·	<u>Pattern</u>		i
tenses a	accurately.	in between words that I			i
		write, with support.	Magazina		ı
			<u>Measure</u>		i
			I am beginning to measure		ı
			time in simple ways with		ı
			support.		ı
					ı
			I use language of time, such		i
			as first, then, next, last, to		ı
			sequence events.		i



CLL	lestones to work towards PSE	PHS	Lit	Maths	UW	EA
I know when I get	I know when I get	I can create short	I can use pictures to tell a	Comparison	I can talk about the	I am beginning to make
frustrated and can	frustrated and can	sequences using	story	I can compare two quantities	different jobs that	up my own stories using
			Story	(up to 8) and say which has	adults do and how they	
manage my feelings	manage my feelings	shapes, balances and	Laur haninning to act and	more/fewer items and which	,	props and puppets
appropriately.	appropriately.	travelling actions	I am beginning to act out	groups are the same.	can help us	
			stories		(paramedics/nurs	
I can focus during longer	I can focus during longer	I can balance and safely		Counting	es/ doctors/fire	I have a repertoire of
whole class lessons	whole class lessons	use apparatus	I am beginning to predict	I can recite numbers	fights/postman/teachers/	songs which I can sing
			what may happen in the	forwards and backwards	shop assist/delivery	from memory
I can follow two step	I can follow two step	I can jump and land safely	story	to 8 sometimes using a	drivers)	
instructions	instructions	from a height	l	number line with support.		I use instruments to
			I can suggest how a story		I can talk about how my	Keep a beat and play
I can make up my own	I am beginning to show	I can explore traveling	might end	Cardinality	local environment is the	increasingly complex
simple stories following a	resilience and	around, over and through		I can subitise numbers,	same / different from the	patterns
simple beginning, middle,	perseverance in the face	apparatus.	I can recognise	presented in familiar	environment in stories.	
end structure.	of challenge		taught phase 2	patterns, up to 5		I am beginning to talk
		I can use a pen, pencil,	sounds (ck e u r h b f l ff ll		I can talk about Chinese	about whether music
I am beginning to offer	I can do up a	scissors, or paintbrush to	ss)	Matches the numeral with a	New Year.	makes me feel
simple explanations and	zipper/Buttons/buckles	follow along / trace a line /		group of items to show how		happy/sad/angry with
opinions using new words		shape	I can read taught common	many there are (up to 8) with	I can talk about	support by an adult.
			exception words (no go	support	Valentine's Day.	
		I can draw lines, circles	into you)	I can represent numbers (up		I can create patterns
		and shapes to draw		to 8) using my fingers.	I can talk about changes	using shapes and coloบ
		pictures.	I can read books	, , , ,	in state that happen when	
			matching my phonics	Composition	we're cooking different	I can mix colours and
		I can form some	ability with support.	I know that a number can be	recipes.	create different shades.
		identifiable letters.		made up of two smaller		
			I can form some of the	numbers.	I can talk about how you	I know what a silhouette
		I can hold, and use, a fork	taught phase 2 and 3		can shine light through	is and how to create on
		and spoon.	graphemes correctly.	I can arrange compositions of number bonds to 5 in	some materials, but not	
		-	(ck e u r h b f l f ll ss)	different ways using a five	others.	I can say what my
			,	frame, with support.		creation is and talk abo
				name, with support.	I can talk about shadows.	it with support.
				I can begin to show a		
			I can write my name.	knowledge of number bonds		
				to 5.		
				Spatial Awareness		
			I can copy some common	Opatiai Awai elless		
			exception words correctly			



	suppor	ort. think of, and write, a caption with	Shape I can recognise and name some basic 2-D and 3-D shapes. I can describe a shape using terms such as 'sides,	
	in betw	leave a finger space ween words that I with support.	Pattern  Measure I can recite the days of the	
			week in order, with support.  I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest,	
			shorter/shortest, heavier/heaviest, lighter/lightest.	



CLL	PSE	PHS	Lit	Maths	UW	EA
I can retell known stories	I can talk about my	I can throw and catch with	I can retell, and talk about	Comparison	I can talk about the past	I make up my own stories
in greater detail, without	feelings in detail.	a partner.	the characters in a	I can estimate a number of	in contrast to the present	with props and puppets,
support		•	familiar story	things, showing	using pictures, characters	using language which ha
11	I can set myself	I can kick a ball and		understanding of relative size	and stories.	been influenced by
I can explain and express	challenges.	receive it with a partner.	I can follow a story	(with support)		reading
opinions using new words		·	without pictures or props	Counting	I can talk about how my	I can perform by singing
I've learnt.	I can continue an activity	I can balance a beanbag		Counting I can count and represent	local environment is the	and dancing
	with sustained	on my head	I can recognise and write	objects up to 10, with	same / different from the	-
I can tell my own stories	concentration.		taught phase 2 and 3	support.	environment in stories.	I can move rhythmically to
including increasing		I can roll and track a ball	sounds (j v w x y z zz qu			music
detail.	I can follow more complex		ch sh)	I can recite numbers from 0	I can listen to and talk	
	instructions given to me	I can develop accuracy	·	to 10 (and beyond)	about the Easter Story	I can mix materials to
I can talk about what I've	by my teacher.	when throwing to a target	I can read taught common	and back from 10 to 0	and how Easter is	create different textures.
done and what others			exception words (he she	Increasingly confident at	celebrated around the	
have done.	I can pay attention and	I can create a short	we be me)	putting numerals in order	world.	I can mix techniques to
	respond appropriately in	sequence of body		0 to 10 (ordinality)		create different textures.
	conversations.	movements	I can read books	, , , , ,	I explore animals and	
			matching my phonics	<u>Cardinality</u>	their habitats.	I can explain my creative
	I can work with my friends	I can use a template to	ability.	Matches the numeral with a		choices.
	to tidy the learning	draw around and cut out		group of items to show how	I can talk about changes	
	environment by following	independently.	I can spell some common	many there are (up to 10)	in state that happen when	
	a model		exception words and copy	with support	we're cooking different	
		I can use scissors to cut a	some others using a word	I can represent numbers (up	recipes.	
		variety of materials (wool,	mat and with support.	to 10) using my fingers.		
		fabric, tinfoil, tissue,		Composition	I can talk about seasonal	
		sometimes with support.	I can think of, and write, a	I can combine two groups to	changes – Spring	
			short simple sentence.	find the whole.		
		I can form identifiable				
		letters independently, on	I can leave a finger space	I can partition numbers to 10		
		a line.	in between words that I	in a part whole model with support.		
			write, with support.	support.		
				I am beginning to learn some		
			I am beginning to	number bonds to ten with		
			understand that a	support.		
			sentence starts with a			
			capital letter and ends	I can arrange compositions of number bonds to 10 in		
			with a full stop, with	different ways using a tens		
			support.	different ways using a tens		



		frame, with support.	
		,	
		I can use ten frames to make	
		numbers beyond 10 with	
		support.	
		Spatial Awareness	
		Investigates turning and	
		flipping objects in order to	
		make shapes fit and create	
		models; predicting and	
		visualising how they will look	
		(spatial reasoning)	
		<u>Shape</u>	
		<u>Pattern</u>	
		I can create my own AB	
		patterns.	
		I can repeat more complex	
		patterns e.g., AABB, ABB,	
		AABBB.	
		<u>Measure</u>	
1			



CLL	PSE	PHS	Lit	Maths	UW	EA
I can recall key facts from	I can complete challenges	I can play group games	I am beginning to answer	Comparison	I am beginning to	I can talk about how
nonfiction texts we've	I have set for myself and	which involve ball skills,	questions about what they	I can estimate a number of	understand that things	different types of music
been reading	set by an adult.	control of large-scale	have read	things, showing	happened a really long	make me feel
boon roading	oot by an addit.	movements and following	navo roda	understanding of relative size	time ago – Moon	make me leer
I can ask questions to find	I can adapt and refine my	the rules of the game.	I use vocabulary that is		landing/Space Day	I can use patterns to
out more	thinking and actions when	the rules of the game.	influenced by their	Counting	landing/opade bay	inspire my own work.
out more	I encounter a problem in	I can dribble a ball using	experiences of books	I can recite numbers	I can make simple maps	inspire my own work.
I can use talk about the	my play.	feet	experiences of books	forwards and backwards to	of my local environment,	I can say how I could
past, using new words	iny piay.	ieet	I can recognise	20 with support.	with support	improve my work.
l've learnt	I can identify and name	I can bounce a ball.	taught phase 2	I can count on, and back,	with support	Improve my work.
i ve leariit	healthy foods	i cali boulice a ball.	and 3 sounds (th ng nk ai	from a given number up to 10	I know features of the	
I speak in longer	nealthy loods	I can kick a ball to a target	ee igh oa oo oo ar or ur	using a number line.	Earth	
	Loop manage my own	i can kick a ball to a target	_	domig a mambor into.	Earui	
sentences joined by	I can manage my own		ow oi ear air er)	I can count and represent	Lagratally about the	
conjunctions following a	basic needs	I can hit a ball with a bat.	I can want to what as were	objects up to 10.	I can talk about the Islamic celebration of Eid-	
spoken model.	independently	1::	I can read taught common			
		I can use scissors to cut	exception words (all are	<u>Cardinality</u>	al-Fitr	
		a variety of materials to	her was my)	Matches the numeral with a	1 1155	
		independently support my	l	group of items to show how	I can plant different seeds	
		model making / artwork.	I can read books	many there are (up to 10)	to grow flowers, fruit and	
			matching my phonics	0  4	vegetables, observe the	
		I can form some capital	ability.	Composition	growth of the seeds and	
		letters matched to lower		I can recall number bonds to 10.	talk about the changes I	
		case letters that I know,	I can form, most of the	10.	notice.	
		with some support.	taught phase 2 and 3	In practical activities, adds		
			graphemes correctly (th	one and subtracts one (with	I know how to care for	
			ng nk ai ee igh oa oo oo	numbers to 10) with support	growing plants.	
			ar or ur ow oi ear air er)	Spatial Awareness		
				Enjoys composing and	I can explore space and	
			I can spell some common	decomposing shapes,	learn about the sun, earth	
			exception words correctly,	learning which shapes	and moon.	
			sometime using a word	combine to make other		
			mat and with support.	shapes		
			I can write a sequence of	Shape		
			simple sentences that can	I am beginning to understand the relationship between 2d		
			be read by others with	and 3d shapes.		
			support.	and ou snapes.		



	nes leave a Pattern ace in between at I write. Measure	
starts with	at a sentence n a capital letter with a full stop ort.	



Reception Summer 2 M	Reception Summer 2 Milestones to work towards to be 'on track'						
CLL	PSE	PHS	Lit	Maths	UW	EA	
I can ask questions and	I can maintain focus	I can travel with	I can answer questions	Comparison	I am beginning to	I can use watercolours to	
explain what I understand	during	confidence and skill,	about what they have	I can sort quantities into	understand that things	create a still life picture.	
by the answers.	extended whole class	negotiating space	read	groups which are the same,	happened a really long		
	teaching	independently.		different and equal and use language of more/fewer.	time ago – Queen's	I can design and make	
I can use talk to plan			I know that information	language of more/lewer.	Jubilee I can talk about	my own sculpture.	
using new words I've	I can follow instructions of	I can independently use a	can be retrieved from	I can share a given quantity	how my local environment		
learnt.	three steps or more	range of large and small	books	into two equal groups.	is the same / different	I can talk about the	
		apparatus indoors and		, , ,	from the environment in	creative choices of others.	
I speak in longer	I show resilience and	outside.	I can predict what will	I can halve a whole number	stories.		
sentences joined by	perseverance in the face		happen next	by sorting it into two equal		I can name a few different	
conjunctions.	of challenge	I use the tripod grip when		groups.	I can make simple maps	musical / dance styles	
1		using pens/pencils.		I know that when a group	of my local environment,		
The stories I make up	I show a 'can do' attitude		I can form, most of the	can't be shared equally, it is	with support		
include aspects of story		I can form most taught	taught phase 2 and 3	odd and when a group can			
language	I understand the	letters correctly on a line.	graphemes correctly (ng	be shared equally, it is even.	I can talk about features		
	importance of healthy		nk ai ee igh oa oo oo ar		of the Earth		
	food choices	I can use cutlery	or ur ow oi ear air er)	Counting	I can talk about floating		
		independently, with good		I can recite numbers	and sinking.		
	I am confident to	control, to eat a meal.	I can recognise	forwards and backwards to			
	communicate with adults		taught phase 2	20.	I can harvest grown fruit		
	around the school		and 3 sounds ( <b>ng nk</b>	Cardinality	and vegetables.		
			ai ee igh oa oo oo ar or	Beginning to match the			
	I have developed		ur ow oi ear air er)	numeral to group of items to	I can talk about changes		
	friendships.			show how many there are	in state that happen when		
				(beyond 10)	we're cooking different		
			I can read taught common		recipes.		
			exception words ()	Composition			
1				Begins to conceptually	I can talk about seasonal		
			I can read books	subitise larger numbers by subitising smaller groups	changes - Summer		
			matching my phonics	within the number, e.g. sees			
1			ability.	six raisins on a plate as three			
				and three			
			I can spell some common				
			exception words correctly.	In practical activities, adds			
			exception words correctly.	one and subtracts one (with			
				numbers to 10)			
				Spatial Awareness			



	I can write a sequence of simple sentences that can be read by others.  I leave a finger space in between words that I write.	Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  Shape
	I know that a sentence starts with a capital letter and ends with a full stop.	Pattern  Measure I can describe length using shorter than, it is longer than, it is equal to.
		I can describe weight, using heavier than, it is lighter than, it is equal to.  I can describe distance Far, further, furthest
		I can describe capacity