

## Reception Autumn Term

### Prime Areas

#### Communication and Language

*Prior learning:*

*I can follow a one or two part instruction  
I enjoy joining in at group times and story times*

*I can talk to others and take it in turns to speak*

*I can express a point of view*

*I can use talk to share what I think*

*I can use a sentence of 4-6 words*

*I can use speech as a way of starting to express myself*

**This Term:**

I can demonstrate good listening behaviours

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

I engage in story times

I like to join in with familiar songs and rhymes (repeated refrains and sings by heart)

I can wait and take turns in conversation

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 learn new vocabulary

I can share my ideas using talk as a tool

I can say how I feel using talk as a tool

#### Physical Development

*Prior learning:*

*I can climb stairs using alternate feet*

*I can develop movement (using age appropriate bikes, scooters etc.)*

*I can work with others to manage large items*

*I show a preference for a dominant hand with a comfortable pencil grip*

*I can draw a picture*

**This Term:**

I can use lots of different ways of moving with increasing fluency and control

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 e.g. paintbrushes/scissors

#### Personal, Social, Emotional Development

*Prior learning:*

*I can talk about my feelings (happy, sad, angry)*

*I can choose what I need to complete a goal (short term)*

*I am starting to follow instructions*

*I am starting to become more confident when things are new (dealing with the transition)*

*I am showing an awareness of rules and how to behave in the classroom*

*I can toilet myself*

*I can play with one or more children cooperatively*

*I can start to talk about the way I feel*

**This Term:**

I can identify my own different feelings and those of others

I can keep on trying when I find something difficult

I am starting to sit and listen more consistently during adult focus time

I can follow simple instructions

I can try new activities

I can tell others about my work and play

I am starting to be aware of rules in the classroom

I can dress and undress for PE/ Forest School etc.

I am starting to know ways to stay healthy

I can share and co-operate with my friends

I can work with a small group of children, sharing ideas

I am starting to form good relationships with the familiar adults in my class

I can express and identify my feelings

I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.

## Reception Autumn Term

### Specific Areas

#### Maths

*Prior learning:*

*I can show numbers to 5 using concrete resources*

*I can match numeral and quantity to 5*

*I can say one number name for each item*

*I can quickly say how many there are (up to 3)*

*I can solve some simple problems with numbers to 5*

*I can count to 5 reliably*

*I can start to count beyond 5*

*I am starting to compare quantities using non standard vocabulary*

*I can start to continue and copy patterns*

*I can talk about 2D 3D shapes using informal and some mathematical language*

**This Term:**

I can count objects, claps, movements up to 10

I can link numerals with cardinal value – last number said

I can start to show how numbers can be made up – composition on 2,3,4 and 5

e.g. 1 and 3 is 4 and know there is more than one way of doing this

I can count to 10 by rote

I can compare manipulatives (e.g. saying when one tower is bigger/smaller)

I can continue and copy patterns

I can create my own patterns

I can select, rotate and manipulate shapes to solve puzzles and problems e.g. through a range of jigsaws (CP)

#### Literacy

*Prior learning:*

*I can write some letters from my name*

*I can orally segment single sound CVC words e.g. c-a-t*

*I can say the initial sounds in most words*

*I can write some initial sounds*

*I can write my own name*

*I can talk about stories I have heard*

*I can guess what might happen next*

*I can join in with familiar rhymes and songs (and some patterned stories)*

*I can hear and say initial sounds for words*

*I can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)*

*I can orally segment words (e.g. adult says cat and child says c-a-t)*

*I can orally blend words (e.g. adult says m-a-n and child says man)*

**This Term:**

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 (set 1)

I can match set 1 letters and sounds

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

I can retell the key events in stories

I am starting to recall facts from non-fiction

I can understand new vocabulary

I can talk about what has happened in the story so far and anticipate what might happen next

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 phase 2 sounds in CVC words

I can start to blend the sounds together

I can segment and blend CVC words

I can read some tricky words (I, the, my, said)

I am starting to read simple phrases and sentences e.g. the cat/ the dog

## Reception Autumn Term

### Specific Areas

#### Understanding the World

*Prior learning:*

- I can talk about the different jobs people do*
- I can name some members of my family and talk about them*
- I can talk about myself and some of the ways I have changed*
- I can explore the world around me with all my senses*
- I can be accepting and positive about people's differences*
- I know there are different countries in the world*
- I can talk about what I can see outside using a wide vocabulary*
- I can change materials e.g. adding water to cornflour, mixing paint etc.*

**This Term:**

- I can talk about changes that have happened to me throughout my life
- I can talk about my family and people in the community and their roles
- I am becoming more aware of the past linked to myself and my family and how it has changed
- I can talk about what I can see in pictures of the past – e.g. Remembrance day/Bonfire night/ Personal past – pictures of parents when young
- I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell
- I am starting to explore the natural world
- I can talk about how different people celebrate
- I can start to use stories and pictures to talk about differences in life in other countries
- I can describe what I can see, hear and feel outside
- I can talk about the area I live in, including the weather etc.
- I can talk about the differences in materials

#### Expressive Arts and Design

*Prior learning:*

- I can start to join materials together*
- I can explore art materials and colour mixing freely*
- I can develop my own ideas for art*
- I can develop my own ideas for art and start to talk about them (with adult support)*
- I can start to develop my own stories linked to what I know through role & small world play*
- I am using my imagination in play to help me role play and create small world set ups.*
- I can remember most of a song to sing*
- I can make up my own "silly" songs*
- I can remember and sing songs*
- I can start to match the melody and pitch of others*

**This Term:**

- 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)
- I can recount and retell familiar stories with my friends and adults (small world/ role play)
- I can role play imaginary scenarios linked to experiences
- I know some popular songs and can sing them supported by an adult
- I can listen and respond to sounds
- I can sing with others and supported by an adult

## Communication and Language

### *Prior learning:*

- I can demonstrate good listening behaviours
- I can follow simple instructions (with two or more parts) reliably
- I engage in story times
- I like to join in with familiar songs and rhymes (repeated refrains and sings by heart)
- I can wait and take turns in conversation
- 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 learn new vocabulary
- I can share my ideas using talk as a tool
- I can say how I feel using talk as a tool

### **This Term:**

- I can respond to what I have heard by asking questions and saying what I think
- I ask questions about what I have heard
- I can listen to and talk about non-fiction books
- I can respond to what others say
- I can share my ideas in small groups
- I can share my ideas with familiar adults
- I can explain events that have already happened in detail
- I can engage in stories, rhymes and non-fiction sharing my ideas about them and using new vocabulary
- I can retell a story with some exact repetition and some words of my own
- I can use well formed sentences
- I am starting to use past, present and future tenses

## Reception Spring Term

### Prime Areas

## Physical Development

### *Prior learning:*

- I can use lots of different ways of moving with increasing fluency and control*
- 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 e.g. paintbrushes/scissors*

### **This Term:**

- I can throw, kick, pass, bat, aim and catch different sized balls
- I can combine movements with ease and fluency
- I can sit at a table to write
- I can hold a pencil in a tripod grip
- I can use scissors confidently

## Personal, Social, Emotional Development

### *Prior learning:*

- I can identify my own different feelings and those of others*
- I can keep on trying when I find something difficult*
- I am starting to sit and listen more consistently during adult focus time*
- I can follow simple instructions*
- I can try new activities*
- I can tell others about my work and play*
- I am starting to be aware of rules in the classroom*
- I can dress and undress for PE/ Forest School etc.*
- I am starting to know ways to stay healthy*
- I can share and co-operate with my friends*
- I can work with a small group of children, sharing ideas*
- I am starting to form good relationships with the familiar adults in my class*
- I can express and identify my feelings*
- I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.*

### **This Term:**

- I can say how others are feeling based on their expressions and actions
- I can stay calm in the face of frustration
- 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
- I can keep on trying even when I am finding something difficult
- I can follow the school and class rules
- I can talk about the school and class rules
- I can talk about what is right and wrong
- I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.
- I can use words to help solve conflicts with others
- I can work well with others listening and sharing ideas
- I can show friendly behaviour in the classroom and around school
- I am developing friendships with lots of different people
- I can identify how others feel and respond to them appropriately

## Maths

### *Prior learning:*

*I can count objects, claps, movements up to 10*

*I can link numerals with cardinal value – last number said*

*I can start to show how numbers can be made up – composition on 2,3,4 and 5*

*e.g. 1 and 3 is 4 and know there is more than one way of doing this*

*I can count to 10 by rote*

*I can compare manipulatives (e.g. saying when one tower is bigger/smaller)*

*I can continue and copy patterns*

*I can create my own patterns*

*I can select, rotate and manipulate shapes to solve puzzles and problems e.g. through a range of jigsaws*

### **This Term:**

I can match numeral and quantity (within 10)

I can quickly say how many there are (up to 5)

I can recall number bonds to 5

I can start to give some linked subtraction facts

I can start to recall some double facts e.g. 1 and 1 is 2

I can count to 20, knowing the teen numbers

I can compare two quantities saying when one is bigger/smaller/same

I can say a number that is one more/ less

I am starting to spot errors in the pattern

I can name my pattern e.g. ABAB

I can identify 2D and 3D shapes

## Reception

### Spring Term

### Specific Areas

## Literacy

### *Prior learning:*

*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*

*I can match set 1 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 understand new vocabulary*

*I can talk about what has happened in the story so far and anticipate what might happen next*

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

*I can match most of the set 1 letters and sounds*

*I can say the set 1 sounds in CVC words*

*I can start to blend the sounds together*

*I can segment and blend CVC words*

*I can read some tricky words*

*I am starting to read simple phrases and sentences e.g. the cat/ the dog*

### **This Term:**

I can write most lower case letters correctly

I can write some upper case letters correctly

I can use a tripod grip

I can write CVC words and labels – set one/two sounds

I can spell some tricky words – I, the, my, said

I can write captions

I am beginning to write short sentences

I can describe the key events in detail

I can recall facts from a non-fiction book

I can use new vocabulary

I can say what might happen next linked to other similar stories

I can talk about stories, rhymes, non-fiction and songs using my own words and new vocabulary

I can match set 1 single letters and sounds

I can start to identify some digraphs (all of set 1 digraphs)

I can segment the sounds in CVC words for reading

I can blend the sounds in CVC words for reading

I can segment and blend simple words matched to my phonics knowledge

I can read simple phrases and sentences

I can read phonics matched tricky words

## Reception Spring Term

### Specific Areas

#### Expressive Arts and Design

*Prior learning:*

*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)*

*I can recount and retell familiar stories with my friends and adults (small world/ role play)*

*I can role play imaginary scenarios linked to experiences*

*I know some popular songs and can sing them supported by an adult*

*I can listen and respond to sounds*

*I can sing with others and supported by an adult*

**This Term:**

I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)

I am able to combine different techniques e.g. collage, paint, crayon, clay to create art

I can talk about my artwork or designs- linked to some of the materials/ techniques I used

I can use materials and props to retell stories and create imaginary situations linked to what I know

I can adapt well known stories and narratives and small world/ role play them with others

I can use what I know and have read to help create my own stories

I can sing well known songs in a group or alone and match the pitch and melody

I can listen carefully to music and start to move to it

I can join in with singing and dancing

#### Understanding the World

*Prior learning:*

I can talk about changes that have happened to me throughout my life

I can talk about my family and people in the community and their roles

I am becoming more aware of the past linked to myself and my family and how it has changed

I can talk about what I can see in pictures of the past

I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell

I am starting to explore the natural world

I can talk about how different people celebrate

I can start to use stories and pictures to talk about differences in life in other countries

I can describe what I can see, hear and feel outside

I can talk about the area I live in, including the weather etc.

I can talk about the differences in materials

**This Term:**

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 talk about some special places for people in our and other communities

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

I can describe animals and plants (both from photos and real life experiences)

I can describe my own environment and local area

I can describe another environment e.g. countryside comparisons to Wythenshawe/ Space environment

I can talk about the weather linked to seasonal change

I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)

## Communication and Language

### *Prior learning:*

I can respond to what I have heard by asking questions and saying what I think  
I ask questions about what I have heard  
I can listen to and talk about non-fiction books  
I can respond to what others say  
I can share my ideas in small groups  
I can share my ideas with familiar adults  
I can explain events that have already happened in detail  
I can engage in stories, rhymes and non-fiction sharing my ideas about them and using new vocabulary  
I can retell a story with some exact repetition and some words of my own  
I can use well formed sentences  
I am starting to use past, present and future tenses

### **This Term:**

I can listen carefully  
I can respond with questions, comments and actions  
I can make comments about what I have heard  
I can ask questions to help me understand  
I can engage in conversation with my friends and teachers  
I can take part in whole class and group discussions  
I can explain why things happen/ might happen  
I can use vocabulary from stories, non-fiction, rhyme and poems  
I can express ideas and feelings  
I can use full sentences using past, present and future tenses  
I can use conjunctions (with support and modelling) to connect my ideas

## Reception Summer Term

### Prime Areas

## Physical Development

### *Prior learning:*

*I can throw, kick, pass, bat, aim and catch different sized balls*  
*I can combine movements with ease and fluency*  
*I can sit at a table to write*  
*I can hold a pencil in a tripod grip*  
*I can use scissors confidently*

### **This Term:**

I can travel around space and obstacles safely  
I can show strength, balance and co-ordination in movement  
I can move in different ways- run, jump, skip, climb  
I can hold a pencil effectively (tripod) and form letters accurately  
I can use a range of tools e.g. scissors, hole punch, stapler  
I can draw with accuracy

## Personal, Social, Emotional Development

### *Prior learning:*

I can say how others are feeling based on their expressions and actions  
I can stay calm in the face of frustration  
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  
I can keep on trying even when I am finding something difficult  
I can follow the school and class rules  
I can talk about the school and class rules  
I can talk about what is right and wrong  
I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.  
I can use words to help solve conflicts with others  
I can work well with others listening and sharing ideas  
I can show friendly behaviour in the classroom and around school  
I am developing friendships with lots of different people  
I can identify how others feel and respond to them appropriately

### **This Term:**

I can say how I and others are feeling  
I can show my understanding of feelings by changing my behaviour  
I can set myself goals  
I can wait for my requests and needs to be met  
I can listen to and respond to adults  
I can follow instructions accurately (several ideas/ actions)  
I can try new activities  
I can show resilience and perseverance when things are difficult  
I can explain and follow rules (in the classroom and around school)  
I can show I know right from wrong by my behaviour  
I can manage my own basic hygiene and personal needs e.g. toileting and dressing  
I can explain healthy food  
I can work with others in a group  
I can play with others, take turns and share  
I can form good relationships with the adults in the classroom and around school  
I have lots of friends and positive friendships  
I know what my own needs are and can share them  
I am sensitive to the needs of others

## Literacy

### *Prior learning:*

*I can write most lower case letters correctly*  
*I can write some upper case letters correctly*  
*I can use a tripod grip*  
*I can match phase 2 and 3 letters and sounds*  
*I can write CVC words and labels (phase 2 and 3 sounds)*  
*I can spell some tricky words*  
*I can write captions*  
*I can write short sentences*  
*I can start to use finger spaces between my words*  
*I can read sentences back*  
*I can describe the key events in detail*  
*I can recall facts from a non-fiction book*  
*I can use new vocabulary*  
*I can say what might happen next linked to other similar stories*  
*I can talk about stories, rhymes, non-fiction and songs using my own words and new vocabulary*  
*I can match all set 1 single letters and sounds*  
*I can start to identify some digraphs (all of set 1 digraphs)*  
*I can segment the sounds in CVC words for reading*  
*I can blend the sounds in CVC words for reading*  
*I can segment and blend simple words matched to my phonics knowledge*  
*I can read simple phrases and sentences*  
*I can read phonics matched tricky words*

### **This Term:**

I can write most upper and lower case letters correctly  
I can hold my pencil in a good tripod grip  
I can write words with sounds and letters I know  
I can write tricky words  
I can write simple sentences  
I can read my own sentences  
My teacher can read my sentences  
I can explain what I have read or has been read to me  
I can retell simple stories  
I can recall facts from information  
I can say what I think might happen next  
I can use new vocabulary throughout my play and in discussions  
I can match the letter and sound for all single sounds  
I can match the letter and sound for at least 10 digraphs  
I can read CVC words containing known digraphs  
I can read simple sentences and books matched to my phonics  
I can read tricky words up to green level RWI confidently

## Reception Summer Term

### Specific Areas

## Maths

### Prior learning:

*I can match numeral and quantity (within 10)*  
*I can quickly say how many there are (up to 5)*  
*I can recall number bonds to 5*  
*I can start to give some linked subtraction facts*  
*I can start to recall some double facts e.g. 1 and 1 is 2*  
*I can count to 20, knowing the teen numbers*  
*I can compare two quantities saying when one is bigger/smaller/same*  
*I can say a number that is one more/ less without resources*  
*I am starting to spot errors in the pattern*  
*I can name my pattern e.g. ABAB*  
*I can identify 2D and 3D shapes*

### **This Term:**

I can show how numbers to 10 are made up using different models e.g. part whole, tens frame  
I can recognise the numerals to 10 and match to quantity consistently  
I can recognise quantities up to 5 without counting  
I can recall number bonds up to 5 and some to 10  
I can match subtraction facts with number bonds  
I can recall some double facts within 10  
I can count beyond 20  
I can compare quantities using greater/ more than, fewer/ less than, the same/ equal  
I can show patterns in numbers to 10  
I can talk about odd and even numbers  
I can say double facts  
I can share equally  
I can compose and decompose shapes recognising shapes within a shape



## Reception Summer Term

### Specific Areas

#### Expressive Arts and Design

*Prior learning:*

*I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)*

*I am able to combine different techniques e.g. collage, paint, crayon, clay to create art*

*I can talk about my artwork or designs- linked to some of the materials/ techniques I used*

*I can use materials and props to retell stories and create imaginary situations linked to what I know*

*I can adapt well known stories and narratives and small world/ role play them with others*

*I can use what I know and have read to help create my own stories*

*I can sing well known songs in a group or alone and match the pitch and melody*

*I can listen carefully to music and start to move to it*

*I can join in with singing and dancing*

**This Term:**

I can safely use tools e.g. scissors

I can explore using materials and techniques

I can design art/ a product thinking about colour, texture and function

I can explain what I have made

I can talk about how I made it

I can use props and materials when I am role playing familiar stories

I can adapt and recount narratives and stories with my friends and adults

I can invent my own stories

I can sing well known nursery rhymes

I can sing some familiar songs (Xmas play etc.)

I can perform songs, rhymes, poems and stories alone and with others

I can try to move in time with music

#### Understanding the World

*Prior learning:*

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 e.g. no television, different toys/ clothes using photos and physical artefacts

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 talk about some special places for people in our and other communities

I can draw information from a simple map

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

I can describe animals and plants (both from photos and real life experiences)

I can describe my own environment and local area

I can describe another environment e.g. desert, Artic etc.

I can talk about the weather linked to seasonal change

I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)

**This Term:**

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

I can talk about the roles of people in society

I can give similarities and differences between the past and now

I can talk about the past using books and stories talking about the characters, settings and events

I can describe the school environment using what I know from

- Observation
- Discussion
- Stories/ non-fiction
- Maps

I can talk about religion and culture within my country (UK)

I can talk about what is the same and different in life in this country and in other countries

I can explore the natural world

I can make observations of animals and plants and use these observations to draw pictures

I can contrast the natural world around me with different environments

I can talk about some of the changes in the natural world (including seasons and changing states of matter)

