

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)

