



On Entry to Reception

Alongside the Statutory Baseline assessment, we will be observing and playing with children to get to know each individual's needs, interests and abilities. Children will have access to continuous provision for the majority of their school day during this 3-week observation period before any formal teaching begins.

Communication & Language		Personal, Social & Emotion Dev			Physical Development	
Listening Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills
To be able to listen to a story and remember much of what happened To be able to follow a 2-part instruction To be able to understand and answer a ‘why’ question	To be able to maintain a simple conversation with more than one back and forth exchange. To be able to speak in sentences of more than 4 words. To be able to recall and sing a nursery rhyme from memory	To be able to select and use resources in favoured areas of provision To be able to come into school happy and express their feelings in simple terms to others using appropriate vocabulary. independently	To be able to adapt to the new classroom environment, changes in routine and follow some basic rules given	To be able to play and interact with other children.	To be able to move successfully in different ways such as running, jumping, climbing To be able to put their own coat on To be able to manage their own personal hygiene such as washing their hands after using the toilet	To be dry and clean during the school day To use a dominant hand To use a comfortable grip with good control when using mark making tools To be able to make small snips in paper
Literacy				Mathematics		
Comprehension	Word Reading	Writing	Number		Numerical Patterns	
To be able to join in with rhymes and familiar stories To make suggestions about what might happen next in a story. To be able to hold a book, turn the pages and indicate and understanding of pictures and print i.e. reading from left to right To talk about events and characters in books.	To hear and say initial sounds in words. To recognise their own name. To be able to continue a rhyming string.	To be able to tell and adult what they have drawn or painted To begin forming identifiable shapes and letters To begin to write their first name with some identifiable letters	To count rote to 10 or beyond. To be able to subitise to 3. To understand that the last number represents the cardinality of a set. To be able to accurately count 5 objects by saying one number name for each. To be able to match numerals to quantities up to 5 To be able to compare sets understanding the language of ‘more than’ and ‘fewer than’		To recognise and name simple 2D shapes including circle, triangle, rectangle and square. To use and understand positional language.	
Understanding the World				Expressive Arts & Design		
Past and Present	People, Culture and Communities	The Natural World	Creating with Materials		Being Creative and Expressive	
To be able to talk about past events and describe special events they have experienced	To be able to talk about immediate members of their family and those who are special to them.	To make observations and talk about things they have noticed, providing an explanation	To begin constructing, stacking blocks vertically and horizontally, making enclosures and creating spaces. To be able to draw a person, creating simple representations. To be able to join construction pieces together to build and balance.		To be able to sing a song or nursery rhyme. To be able to engage in pretend play and build stories and narratives around toys To use available resources to create props to support role-play.	



Autumn Term

During the Autumn Term the main focus of teaching would be based around securing the skills of the prime areas. The class will have completed the teaching of phase 2 phonics and have the phonological awareness of single phonemes and graphemes to begin reading and spelling simple words. They will also have a secure knowledge of numbers to 5 including knowledge of subitising and recall of addition facts. Children will have had the opportunity to take part in numerous celebrations, developing their understanding of other religions and cultures including Diwali and Christmas and performed in our annual Nativity.

By the end of the Autumn term, we want our children...

Communication & Language		Personal, Social & Emotion Dev			Physical Development	
Listening Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills
<p>To be able to maintain attention and sit quietly during appropriate tasks.</p> <p>To be able to play and listen to their friends at the same time.</p> <p>To begin responding to ‘how’ and ‘why’ questions.</p> <p>.</p> <p>To respond to and follow 2-part instructions and questions</p>	<p>To use imaginary language in role play</p> <p>To be able to use future and past tenses consistently</p> <p>To build their repertoire of nursery rhymes and be able to recite and perform 2 new poems.</p> <p>To be confident to speak to others about their needs, wants, interests and opinions.</p> <p>To extend their vocabulary and use new words in context.</p>	<p>To be able to maintain a conversation and take account of what others say.</p> <p>.</p> <p>To recognise and know how to ask for help when they need it</p>	<p>To be able to talk about and recognise feelings for example, happy, sad, upset etc.</p> <p>To be aware of how others are feeling through their actions and expressions</p> <p>To be able to take turns and share independently</p>	<p>To know the classroom rules and boundaries expected by their teacher.</p> <p>To be willing to explore new areas of the classroom and try different activities</p>	<p>To be able to negotiate space, jump off objects and running around without bumping into objects or others.</p>	<p>To be able to dress and undress with very little support</p> <p>To begin using a tripod grip with control when writing or drawing</p> <p>To be able to cut with increasing control</p> <p>To be able to use the pincer action successfully when manipulating smaller objects such as using pegs and threading beads.</p>
Literacy			Mathematics			
Comprehension	Word Reading	Writing	Number		Numerical Patterns	
<p>To talk about events within a book they have read and make predictions as to what might happen next.</p> <p>To be able to continue a rhyming string</p> <p>To be able to follow print in a book using their finger to track words from left to right.</p>	<p>To be able to recognise most phase 2 sounds, matching phonemes to graphemes accurately.</p> <p>To read most phase 2 tricky words.</p> <p>To be able to recognise their own name.</p> <p>To hear and say initial sounds in words and match to the corresponding grapheme.</p>	<p>To hear and write the initial sounds of words when labelling pictures.</p> <p>To write their first name with clearly identifiable letters</p>	<p>To recognise, order and write numerals to 5 and touch count 5 objects accurately</p> <p>To confidently subitise numbers to 5</p> <p>To recall addition facts to 5 and use the part whole model to support this understanding</p> <p>To use the language or ‘more than’ and ‘fewer than’ to compare two sets of objects</p> <p>To find 1 more or 1 less than a number to 5.</p>		<p>To recognise and name most 2d shapes and be able to describe the properties of each using language of corners, sides, straight and curved</p> <p>To sort objects according to the same rule.</p> <p>To be able to describe a pattern and notice the rule of a repeating, explaining understanding if an error occurs.</p>	
Understanding the World			Expressive Arts & Design			
Past and Present	People, Culture and Communities	The Natural World	Creating with Materials		Being Creative and Expressive	
<p>To understand and show interest in events from the past, recognising that things happened before they were born</p>	<p>To recognise that people, have different beliefs and celebrate special times in different ways</p> <p>To take an interest in other cultures and beliefs and discuss what they have learned.</p>	<p>To be able to name some of the features related to the current season such as conkers, horse chestnut, acorn etc.</p> <p>To notice seasonal changes outside</p>	<p>To be able to explore the sounds that instruments make and identify some instruments within music they hear.</p> <p>To construct with a purpose in mind and select the resources needed.</p> <p>To follow and create their own rhythms and respond to music they hear.</p>		<p>To be able to introduce a storyline or narrative into their play.</p> <p>To learn new songs and perform them in front of an audience.</p>	



Spring Term

During the Spring Term children will have completed phase 3 phonics, learning the digraphs and trigraphs in order to read and spell longer words. The class will have gained a secure knowledge of numbers to 10, focussing on the composition of number and the use of comparative language. Children will have had the opportunity to develop their knowledge of their local community, the country they live in and the wider world. The children will also spend time developing their understanding of healthy choices and the importance of looking after our bodies and minds.

By the end of the Spring term, we want our children...

Communication & Language		Personal, Social & Emotion Dev			Physical Development	
<i>Listening Attention and Understanding</i>	<i>Speaking</i>	<i>Self-Regulation</i>	<i>Managing Self</i>	<i>Building Relationships</i>	<i>Gross Motor Skills</i>	<i>Fine Motor Skills</i>
<p>To be able to maintain concentration and sit quietly during an appropriate guided activity.</p> <p>To remember key points from a story and be able to retell them to others.</p> <p>To be able to hold a conversation and respond to other children’s comments and opinions.</p> <p>To know how to ask a question to gain more information</p> <p>To begin extending and connecting ideas using connectives including ‘and’ ‘because’ ‘but’.</p>	<p>To use words such as ‘first’, ‘then’ and ‘next’ when retelling a story or something they have done.</p> <p>To build their repertoire of nursery rhymes and be able to recite and perform 2 new poems.</p> <p>To be able to speak in front of a small, familiar group.</p> <p>To use new vocabulary in their play and conversations</p> <p>To initiate conversation and take account of what others say, engaging in conversation about the same topic.</p>	<p>To take steps to negotiate and begin resolve conflicts with the support of an adult and without aggression</p> <p>To know some playground games that they can play independently during playtimes</p>	<p>To be able to describe themselves and their abilities positively.</p> <p>To be able to express their needs and wants and be able to wait patiently for their needs to be met</p> <p>To show an understanding of how regular exercise, eating, sleep and all aspects of hygiene contribute to a healthy life.</p>	<p>To respond to others feelings appropriately</p> <p>To understand the qualities needed to be a good friend to others.</p>	<p>To travel with confidence and skill around, under, over, and through, balancing and climbing large equipment.</p> <p>To handle a ball with control, including throwing, catching, rolling and kicking</p>	<p>To dress and undress independently.</p> <p>To begin practising fastenings, including zipping up their own coat.</p> <p>To be able to use a knife and fork competently when eating a meal.</p> <p>To use a tripod grip competently. To form most letters using the pre-cursive style.</p> <p>To cut with control along straight and curved lines.</p>
<i>Literacy</i>				<i>Mathematics</i>		
<i>Comprehension</i>	<i>Word Reading</i>	<i>Writing</i>	<i>Number</i>		<i>Numerical Patterns</i>	
<p>To be able to talk about a story they know and recall the characters, settings and main events.</p> <p>To know the difference between an author and illustrator</p> <p>.</p>	<p>To be able to read and spell all phase 2 tricky words.</p> <p>To recall most phase 3 phonemes and the graphemes that represent them.</p> <p>To be able to link sounds to letters of the alphabet.</p> <p>To read most phase 3 non-decodable words</p> <p>To be able to blend a CVC word, containing phase 2 sounds and read a simple caption or sentence independently</p>	<p>To begin to rehearse what they want to write orally before writing and retain the sentence in their head, re reading as they write.</p> <p>To be able to write a simple caption or sentence using phase 2 sounds.</p> <p>To begin to include finger spaces in their writing</p> <p>To be able to write their first name in the pre-cursive style</p>	<p>To be able to count, recognise, order and write all numbers up to 10.</p> <p>To recognise different representations of numbers 6, 7, 8, 9, 10.</p> <p>To confidently combine 2 sets of objects to find the whole number.</p> <p>To understand and recall different combinations that total 10.</p> <p>To understand the value of zero.</p> <p>To confidently use the part whole model diagram and recognise the mathematical symbols from addition, subtraction and equals.</p>		<p>To be able to use appropriate directional language including left and right.</p> <p>To become familiar with 3d shapes and begin recognising and naming them within the environment.</p> <p>To be able to compare and order objects according to length, height and weight and use the appropriate vocabulary.</p> <p>To be able to continue and create their own repeating pattern and explain its rule.</p> <p>To be able to name the days of the week and the months of the year in order and sequence events in order of time.</p>	
<i>Understanding the World</i>			<i>Expressive Arts & Design</i>			
<i>Past and Present</i>	<i>People, Culture and Communities</i>	<i>The Natural World</i>	<i>Creating with Materials</i>		<i>Being Creative and Expressive</i>	
<p>To notice change and describe what happened i.e. ice melting</p>	<p>To understand that their friends may do different things to them and that that is ok</p> <p>To talk about features of their local environment</p> <p>To be able to share some basic understanding of life in this country and how it might be similar or different to life in other countries</p>	<p>To be able to say where they live and which country it is in and find the United Kingdom on a simple world map</p>	<p>To be able to explore colour and investigate how colours can be changed.</p> <p>To begin to plan for construction projects and materials they will need.</p> <p>To confidently join materials, recognising which materials will suit the purpose.</p>		<p>To play co-operatively as part of a group to act out a shared narrative.</p> <p>To enjoy listening to different genres of music and be able to say what they like or dislike about it and why</p> <p>To use colours for a purpose when representing objects or people.</p>	

Summer Term

During the Summer Term children will have completed phase 4 phonics and have a secure knowledge of phonemes, graphemes and syntactic knowledge which they can apply when reading and writing. The class will have gained a knowledge of numbers to 20 and beyond, with a strong focus on reasoning and problem solving. This term is also spent reflecting on the year we have had, the achievements we have made and looking forward to new challenges ahead.



By the end of the Summer term, we want our children...

Communication & Language		Personal, Social & Emotion Dev			Physical Development	
Listening Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills
<p>To be able to listen attentively at all times and not be distracted by others</p> <p>To be able to accurately comment on key events from stories heard and make links between their own experiences of other similar stories.</p> <p>To confidently answer ‘how’ and ‘why’ questions and understand the difference between a statement and a question.</p> <p>To build their repertoire of nursery rhymes and be able to recite and perform 2 new poems.</p>	<p>To have a broad and rich vocabulary when speaking in full sentences and using tenses accurately.</p> <p>To use their knowledge and features of stories to help create their own</p>	<p>To be independent and resourceful in the classroom, engaging purposefully in play</p> <p>To have a strong sense of right and wrong and understand how our behaviour can make others feel</p>	<p>To show a can-do attitude and a desire to persevere in the face of a challenge.</p> <p>To be able to adjust their behaviour in new situations and manage their feelings appropriately</p> <p>To have a good understanding about the different factors that support overall health and wellbeing</p>	<p>To show empathy to others and be sensitive to the needs and feelings of others.</p> <p>To able to negotiate and resolve minor disagreements and understand the importance of treating others fairly.</p>	<p>To be able to move in a variety of ways with good control and co-ordination and negotiate space confidently.</p> <p>To confidently and competently engage in ball games with precision and accuracy.</p>	<p>To form letters accurately with a comfortable grip which allows fluid movement from the fingers</p> <p>To be able to handle equipment effectively and safely.</p>
Literacy				Mathematics		
Comprehension	Word Reading	Writing	Number		Numerical Pattern	
<p>To know the difference between a fiction and non-fiction book and the purpose of each</p> <p>To be able to recall a story and its key events to others, answering questions confidently to show their understanding.</p> <p>To be able to empathise with a character and make connections to other stories or their own experiences.</p>	<p>To be confident in using their phonic knowledge to read and understand simple sentences.</p> <p>To read with some fluency and pace recognising many high frequency words and common irregular words by sight.</p> <p>To be able to read and spell all phase 3 non-decodable words</p> <p>To be able to read most phase 4 decodable words</p>	<p>To include features such as capital letters and full stops.</p> <p>To lengthen their sentences using ‘and’</p> <p>To be able to write their full name, including surname.</p> <p>To include some irregular common words within their writing with are spelt accurately</p> <p>To be able to write a simple sentence which can be read by themselves and others, including finger spaces.</p>	<p>To be able to count, recognise, order and write numbers up to 20 and say a number that is one more or one less.</p> <p>To be able to count on and back when adding or subtracting two single digit numbers.</p> <p>To confidently use the correct symbols when recording additions and subtractions</p> <p>To understand the term ‘double’ means twice as many</p>		<p>To be able to name 3d shapes and their properties using the language of straight, curves, edges and faces.</p> <p>To extend their understanding of capacity from full and empty using others terms such as half full, nearly full or empty etc.</p> <p>To recognise the value of coins and notes and be able to add coins to the value of 10p</p> <p>To be able to recognise o'clock times</p> <p>To be able to share items into equal groups.</p> <p>To able to count in 2s, 5s and 10s.</p>	
Understanding the World			Expressive Arts & Design			
Past and Present	People, Culture and Communities	The Natural World	Creating with Materials		Being Creative and Expressive	
<p>To recognise other’s strengths, including their own and be respectful others.</p>	<p>To be able to discuss the similarities and differences between themselves, families, communities and traditions and to accept these.</p>	<p>To understand some of the ways we can look after and protect the natural world</p> <p>To enjoy engaging in experiments and making predictions.</p> <p>To be able to recognise and name different plants and trees</p> <p>To be able to name and talk about the 4 seasons and the seasonal changes that occur</p>	<p>To be able to adapt their plans, explaining their reasons why.</p> <p>To have a strong repertoire of songs and rhymes to recall</p>		<p>To be able to work with others, for sustained periods of time, extending and adapting their play accordingly and collaboratively.</p> <p>To be able to use their imagination during play, expressing their ideas and feelings and explore new themes and situations</p> <p>To confidently appraise songs and explain their feelings towards it.</p> <p>To be able to explore music and song and create their own based on what they have previously learnt.</p>	