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|  | **Reception** | | | |
|  | **Autumn** | | **Spring** | **Summer** |
| **Personal, Social and Emotional Development** | **What do I know about me?**  **Is Everybody’s home the same?**  **30-50**  Can select and use activities and resources with help.  Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community.  **40-60**  Willingly participate in a wide range of activities.  Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak to others about own needs, wants, interests and opinions.   * Children are confident to try new activities, and say why they like some activities more than others.   **Why are there so many leaves on the ground?**  30-50  Is more outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help.  Welcomes and values praise for what they have done.  40-60  Confident in speaking in front of a small group.  Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about abilities.   * They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. | | **Twinkle, twinkle little star, how I wonder what you are?**  **30-50**  Keeps play going by responding to what others are saying or doing.  **40-60**  Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others.   * They adjust their behaviour to different situations, and take changes of routine in their stride. They take account of one another’s ideas about how to organise their activity.   **Who roamed the Earth before me?**  **30-50**  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  **40-60**  Takes steps to resolve conflicts with other children, e.g. finding a compromise.   * They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. | **Are all minibeasts scary?**  **40-60**  Takes steps to resolve conflicts with other children, e.g. finding a compromise.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.   * They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. * Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.   **Was it once upon a mixed time?**  Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don’t find easy.  Children know some ways to manage their feelings, and are beginning to use these to maintain control.  Children play group games with rules. They understand someone else’s point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. |
| **Communication and Language** | **What do I know about me?**  **Is Everybody’s home the same?**  30-50  Listens to others one-to-one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall.  Uses talk to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences.  40-60  Maintains attention, concentrates and sits quietly when required to do so.  Two-channelled attention –can listen and do for short span. Responds to simple instructions, e.g. to get or put away an object.  Able to follow a story without pictures or props.   * Children listen attentively in a range of situations.   **Why are there so many leaves on the ground?**  30-50  Listens to others one-to-one or in small groups, when conversation interests them.  Listens to stories with increasing attention and recall.  40-60  Maintains attention, concentrates and sits quietly when required to do so.  Answers questions based on a story.  Shows interest when presented with alternative possibilities.   * They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | | **Twinkle, twinkle little star, how I wonder what you are?**  Uses a range of tenses (e.g. play, playing, will play, played).  40-60  Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story.  Two-channelled attention –can listen and do for short span.  Understands humour, e.g. nonsense rhymes, jokes.  Uses language to imagine and recreate roles and experiences in play situations.  Shows awareness of past and future.   * They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.   **Who roamed the Earth before me?**  40-60  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Listens and responds to ideas expressed by others in conversation or discussion.  Responds to instructions involving a two-part sequence.. Listens to stories from beginning to end.   * They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | **Are all minibeasts scary?**  40-60  Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Uses language to imagine and recreate roles and experiences in play situations.  Shows awareness of past and future. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Maintains attention, concentrates and sits quietly when required to do so.  Answers questions based on a story.  Two-channelled attention –can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes.   * They develop their own narratives and explanations by connecting ideas or events. * They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions.   **Was it once upon a mixed time?**  Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.  After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence  Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events |
| **Physical Development** | **What do I know about me?**  **Is Everybody’s home the same?**  30-50  Can stand momentarily on one foot when shown.  Can catch a large ball.  40-60  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.   * Children show good control and co-ordination in large and small movements.   **Why are there so many leaves on the ground?**  30-50  Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  40-60  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.   * They move confidently in a range of ways, safely negotiating space. | | **Twinkle, twinkle little star, how I wonder what you are?**  40-60  Eats a healthy range of foodstuffs and understands need for variety in food.  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.   * Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.   **Who roamed the Earth before me?**  40-60  Handles tools, objects, construction and malleable materials safely and with increasing control.  Uses simple tools to effect changes to materials.  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.   * They handle equipment and tools effectively, including pencils for writing. | **Are all minibeasts scary?**  40-60  Usually dry and clean during the day.  Usually dresses and undresses independently.   * They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.   **Was it once upon a mixed time?**  Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.  Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. |
| **Literacy** | **What do I know about me?**  **Is Everybody’s home the same?**  30-50  Recognises familiar words and signs such as own name and advertising logos.  Knows that print carries meaning and, in English, is read from left to right and top to bottom.  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Describes main story settings, events and principal characters.  Holds books the correct way up and turns pages.  40-60  Begins to read words and simple sentences. Enjoys an increasing range of books.   * Children read and understand simple sentences.   **Why are there so many leaves on the ground?**  30-50  Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Begins to see sounds from their own name in other words.  40-60  Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet.   * They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds. | | **Twinkle, twinkle little star, how I wonder what you are?**  30-50 Beginning to be aware of the way stories are structured.  Suggests how the story might end.  40-60  Knows that information can be retrieved from books and computers.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Talks about a favourite book they have read.   * They demonstrate understanding when talking with others about what they have read.   **Who roamed the Earth before me?**  40-60  Attempts to write short sentences in meaningful contexts.  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.   * They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | **Are all minibeasts scary?**  40-60  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions.   * Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.   **Was it once upon a mixed time?**  Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.  Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. |
| **Mathematics** | | **What do I know about me?**  **Is Everybody’s home the same?**  30-50 Uses some number names accurately in play.  Recites numbers in order to 10.  Sometimes matches numeral and quantity correctly.  Knows that numbers identify how many objects are in a set.  Uses positional language  40-60  Counts up to three or four objects by saying one number name for each item.  Counts objects to 10, and beginning to count beyond 10. Begins to use ‘teens’ to count beyond 10. Counts out up to six objects from a larger group.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Then 1-20. Counts an irregular arrangement of up to ten objects.  Finds one more or one less from a group of up to five objects, then ten objects.  Estimates how many objects they can see and checks by counting them.  Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  40-60  Can describe their relative position such as ‘behind’ or ‘next to’.  Uses familiar objects and common shapes to create and recreate patterns and build models.  Orders and sequences familiar events.   * Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. * They recognise, create and describe patterns.   **Why are there so many leaves on the ground?**  30-50  Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.  40-60  Orders two or three items by length or height.  Orders two items by weight or capacity.  Uses everyday language related to time and money.  Measures short periods of time in simple ways.   * Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. | **Twinkle, twinkle little star, how I wonder what you are?**  30-50 Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.  40-60 Orders two or three items by length or height.  Orders two items by weight or capacity.  Uses everyday language related to time and money.  Measures short periods of time in simple ways.   * Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.   **Who roamed the Earth before me?**  40-60  Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape.   * They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | **Are all minibeasts scary?**  40-60  Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on own interests and fascinations.  Can share between 2 using numbers up to 6 and begins to use ‘halving’.  Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Beginning to use ‘doubling’.   * They solve problems, including doubling, halving and sharing.   **Was it once upon a mixed time?**  Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.  Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. |
| **Understanding the World** | | **What do I know about me?**  **Is Everybody’s home the same?**  30-50 Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Recognises and describes special times or events for family or friends.  40-60 Enjoys joining in with family customs and routines.  Identify and talk about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent.  Beginning to differentiate between past and present.   * Children talk about past and present events in their own lives and in the lives of family members.   **Why are there so many leaves on the ground?**  30-50  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  40-60  Know familiar places identifying features, e.g. play area, flower beds, pond, café in a park.   * They talk about the features of their own immediate environment and how environments might vary from one another. | **Twinkle, twinkle little star, how I wonder what you are?**  30-50  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  Knows that information can be retrieved from computers.  40-60  Begin to understand how technology is used in everyday life, e.g. knows that a bar-code records price of items in shops, can role play a telephone conversation.   * Children recognise that a range of technology is used in places such as homes and schools.   **Who roamed the Earth before me?**  40-60  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.  Plays cooperatively as part of a group to develop and act out a narrative.   * They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. | **Are all minibeasts scary?**  40-60  Use all their senses to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings.   * Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.   **Was it once upon a mixed time?**  Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.  Children are familiar with basic scientific concepts such as floating, sinking, experimentation.  Children find out about and use a range of everyday technology. |
| **Expressive Art and Design** | | **What do I know about me?**  **Is Everybody’s home the same?**  30-50  Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Beginning to move rhythmically.  40-60  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.   * Children sing songs, make music and dance, and experiment with ways of changing them.   **Why are there so many leaves on the ground?**  30-50  Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Beginning to move rhythmically.  40-60  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.   * Children sing songs, make music and dance, and experiment with ways of changing them. | **Twinkle, twinkle little star, how I wonder what you are?**  30-50  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  40-60  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary   * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   **Who roamed the Earth before me?**  40-60  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.  Plays cooperatively as part of a group to develop and act out a narrative.   * They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. | **Are all minibeasts scary?**  40-60  Create simple representations of events, people and objects.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Introduces a storyline or narrative into their play.  Plays cooperatively as part of a group to develop and act out a narrative.   * Children use what they have learnt about media   and materials in original ways, thinking about uses and purposes.  **Was it once upon a mixed time?**  Children develop their own ideas through selecting and using materials and working on processes that interest them.  Children talk about the ideas and processes which have led them to make music, designs, images or products. |

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| **R.E** | **Which stories are special and why?**  Identify some of their own feelings they hear  Identify a sacred text  Talk about the calming of the storm  Recognise some religious words  Talk about the story of the revelation of the Qu’ran  **Which people are special and why?**  Talk about people who are special to them including themselves, their classmates and people from outside the class community.  Say what makes people in the local community special  Recall a story about Guru Nanak  Recall and talk about a story of Jesus as a friend to the disciples  Identify some qualities | **Which places are special and why?**  To notice their own feelings about special places  Be aware that a church has a special meaning for Christian people  Recognise a church  Recognise a mosque  Be aware that a mosque has a special meaning for Muslim people  Identify some significant features of a church and mosque  **Which times are special and why?**  Talk about features of a celebration  Say why Sukkot is a special time for Jewish people  Say why Diwali is a special time for Hindus  Say why Christmas is a special time for Christians  Recall a simple story connected with Christmas  Recall simple stories connected with festivals | **Where do we belong?**  Re-tell the story of Jesus blessing the children  Talk about groups they belong to  Recall what happens at a Christian Baptism  Recall what happens when a Muslim baby is welcomed into the Muslim tradition  Share occasion when they have felt special  **What is special about our world?**  Express their thoughts and feelings about the natural world  Re-tell the story of creation  Express ideas about how to look after wildlife in response to the story of Muhammad and the Crying Camel  Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens  Talk about what people do to mess up the world and what they do to look after it |