

	Reception Skills	Reception Knowledge	Vocabulary	Texts/schemes/ resources
<p><b>Communication and language</b></p> <p><b>I can re-tell a story</b></p>	<p>I can articulate my thoughts and ideas in well-formed sentences.</p> <p>I can research using a search engine.</p> <p>I can listen, understand and respond to simple instructions and questions.</p> <p>I can ask a relevant question and make a relevant comment.</p> <p>I can describe events in some detail.</p> <p>I can re-tell a story, once I have developed a deep familiarity with the text as exact repetition.</p>	<p>I know how to talk in sentences.</p> <p>I know how to engage in meaningful conversations with others.</p> <p>I know some stories in detail.</p> <p>I know how to follow instructions and answer questions.</p> <p>I know how to add some interesting details.</p>	<p>As Nursery and above plus: Google, information, explore, investigate, First, then, next, after that, when, second, third etc. New vocabulary from rhymes, poems, songs, stories and social situations Increasing range of adjectives and adverbs.</p>	<p>Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K</p> <p>Peter rabbit stories – Beatrix Potter</p> <p>Billy’s Sunflower – Nicola Moon and Karin Littlewood</p> <p>Mama Panya’s Pancakes – Mary and Rich Chamberline</p> <p>Little Red and the Very Hungry Lion – Alex T Smith</p>
<p><b>PSED</b></p> <p><b>I have settled in and I have become a confident and independent learner</b></p> <p><b>I can solve problems with friendships and resolve</b></p>	<p>I can see myself as a valuable individual</p> <p>I can think about the perspectives of others.</p> <p>I can show resilience and perseverance in the face of challenge</p> <p>I can show empathy to others and living things</p>	<p>I know that people are different.</p> <p>I know that people have different families.</p> <p>I know that people live in very different places.</p>	<p>As Nursery and above plus: Think, feel How do they feel? What is it like for...? How can you help them? What do they need? Can you make them feel better? Keep trying, perseverance Try again Different</p>	<p>Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K</p> <p>Mama Panya’s Pancakes – Mary and Rich Chamberline</p> <p>Little Red and the Very Hungry Lion – Alex T Smith</p> <p>(See also Colour Monster mental</p>

disagreements kindly.				health and well-being policy in appendix)									
Physical Development  I can dress myself I can skip with a rope	I am further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming I can use a pencil effectively to form recognisable letters, most of which are formed correctly. I can show good control and co-ordination in large and small movements. I can move in a variety of ways on large apparatus, taking and managing risks.	I know how to form letters correctly. I know how to handle a range of equipment and tools effectively., including cutlery.	As Nursery and above plus: Manage risks correctly	Core Real PE – Unit 5 – Physical Skills									
Literacy  I can recognise and whole name	I can think of and write a short, simple sentence. and am beginning to write a few sentences that go together. I can listen to and hear sounds in CVC and CVCC words. I can identify sounds, including phonemes and other digraphs and trigraphs. I can check written work and make any changes where necessary. I can talk about what happens at the beginning, middle and end of a story. I can suggest an alternative ending to the story. I can use learnt words and phrases to discuss familiar stories or during role play.	I know that a sentence starts with a capital letter and ends with a full stop. I know that I need to put finger spaces between my words. I know the sounds that the taught phonemes make. I know what the taught phonemes look like. I know how to write the taught letters. I recognise taught HFW in text. I know that sentences can be extended by using a connective I know how to spell some familiar words.	<table border="1"> <tr> <td>Monster Phonics</td> </tr> <tr> <td>Ear/ure</td> </tr> <tr> <td>CVCC</td> </tr> <tr> <td>CCVC</td> </tr> <tr> <td>CVC+ (with previously taught graphemes), your, here, saw</td> </tr> <tr> <td>CVC+ (with previously taught graphemes), your, here, saw</td> </tr> <tr> <td>CCVCC, time, out, house, about</td> </tr> <tr> <td>CCVCC, time, out, house, about</td> </tr> </table>	Monster Phonics	Ear/ure	CVCC	CCVC	CVC+ (with previously taught graphemes), your, here, saw	CVC+ (with previously taught graphemes), your, here, saw	CCVCC, time, out, house, about	CCVCC, time, out, house, about	As Nursery and above plus: Segment, first, middle, end Phase 2 and 3 common exception words Read What does it say? Make sense, change  Vocabulary from stories and rhymes.	Peter rabbit stories – Beatrix Potter  Billy’s Sunflower – Nicola Moon and Karin Littlewood  Mama Panya’s Pancakes – Mary and Rich Chamberline  Little Red and the Very Hungry Lion – Alex T Smith
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Maths	I can use money during role play activities to buy items. I can share objects between a group of people equally. I can read and write addition and subtraction number sentences.	I know that money can be used to buy items. I know that + means to add and – means to take away. I know that sharing equally means everyone has the same amount.	As Nursery and above plus: Numberline In my head Pairs of numbers	First, then, now Adding more Taking away Spatial reasoning 2									

	<p>I can compose and decompose shapes so that I can recognise that a shape can have other shapes within it, just as numbers can.</p> <p>I can count forwards and backwards to 20.</p> <p>I can count, order and recognise numbers to 10.</p> <p>I can solve addition and subtraction problems in my head, with my fingers or objects and with a numberline.</p> <p>I can identify the pairs of numbers that make up numbers to 5 and some to 10.</p> <p>I can identify the subtraction number pairs for numbers to 5.</p> <p>I can subitise quantities to 5 and some to 10.</p> <p>I can find the doubles of numbers up to 5.</p> <p>I can use different items to measure length, weight and capacity.</p>	<p>I know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>I know that to double a number is to add the same amount.</p> <p>I know that to halve a number you have to split it up into two equal parts.</p> <p>I know that the word 'more' indicates that the group is getting larger.</p> <p>I know that the word 'less' indicates that a group is getting smaller.</p>	<p>Double, same amount</p> <p>Halve, equal parts</p> <p>More, larger</p> <p>Less, smaller</p>	<p>Compose and decompose</p> <p><b>Find my pattern</b> Doubling Sharing &amp; grouping Even &amp; odd Spatial reasoning 3 Visualise and build</p> <p><b>On the move</b> Deepening understanding Patterns &amp; relationships Spatial mapping (4) Mapping</p>
<p><b>Understanding the World</b></p>	<p>I can explain the lifecycle of a plant.</p> <p>I can plant and grow things from different starting points e.g. seeds, bulbs, seedlings, cuttings etc.</p> <p><b>(SCIENCE LINK)</b></p> <p>I can question how things work.</p> <p>I understand the effect of the changing seasons on the natural world around me</p> <p>I can talk about the lifecycles of plants and what they need to survive.</p> <p>I can explore a variety of habitats, looking at why the plants live like that.</p> <p><b>(SCIENCE LINK)</b></p> <p>I understand that some places are special to some members of the community</p> <p>I can explain and understand key features of events.</p> <p><a href="#">RE Key question F6 – What is special about our world?</a></p> <p><b>(RE LINK)</b></p> <p>I can compare and contrast characters from stories, including figures from the past</p>	<p>I know that plants can grow.</p> <p>I know what plants need in order to grow.</p> <p><b>(SCIENCE LINK)</b></p> <p>I understand the effect of the changing seasons on the natural world around me</p> <p>I know what plants need to survive and that different plants can survive in different conditions.</p> <p><b>(SCIENCE LINK)</b></p> <p>I know about how some things are celebrated and why.</p> <p><b>(RE LINK)</b></p> <p>I know that things don't stay the same and that they change over time.</p> <p>I know that life was different in the past.</p> <p><b>(HISTORY LINK)</b></p>	<p>As Nursery and above plus: How, why, what do I need to do First, then, next, after that Famous, fact, fiction, real, story Character names and occupations Vocabulary to describe things from the past e.g. carpet beater what would we use now instead etc. Different buildings e.g. huts, tents and igloos Materials that the houses are made from e.g. bricks,</p>	<p>Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K</p> <p>Peter rabbit stories – Beatrix Potter</p> <p>Billy's Sunflower – Nicola Moon and Karin Littlewood</p> <p>Eddie's Garden – Sarah Garland</p> <p>Mama Panya's Pancakes – Mary and Rich Chamberline</p>

	<p>I am beginning to understand that some things happened a very long time ago.  <b>(HISTORY LINK)</b></p> <p>I can recognise some similarities and differences between life in this country and life in other countries.  I can draw information from a simple map  I can ask questions about my familiar world.  <b>(GEOGRAPHY LINK)</b></p>	<p>I know about some of the features around me and how these are different to other places in the world.  I know that maps help us to find places and to find out about them.  <b>(GEOGRAPHY LINK)</b></p>	<p>slate, mud, wood, ice.  Different foods and diets  Different transport options e.g. horse and cart, donkey, camel</p>	<p>Little Red and the Very Hungry Lion – Alex T Smith</p>
<p><b>Expressive and Creative Arts</b></p> <p><b>I can sing 10 songs altogether (this could include the 5 from nursery)</b></p>	<p>I can use what I have learnt about media and materials in an original way and be able to explain my choices.  I can select appropriate resources and adapt work where necessary.  I can use a variety of media to create something and am able to discuss it.  <b>(DT/ART LINK)</b></p> <p>I can move along to the beat of a familiar song.  I can sing in a group or on my own, increasingly matching the pitch and following the melody  <b>(MUSIC LINK)</b></p> <p>I can develop storylines in my pretend play</p>	<p>I know that I am an artist and that I can have my own ideas.  I know which resources to use to create my desired effects.  I know how to talk about mine and others work.  <b>(ART/DT LINK)</b></p> <p>I know how to move to a beat.  <b>(MUSIC LINK)</b></p>	<p>As Nursery and above plus:  Explain, choices, why  Words to explain what they did  Because  Change, improve, make better  March, creep, stamp, slide, shuffle etc.  Pitch, high, low  Story, storyline  Words from songs and stories</p>	<p>CHARANGA – Summer 1 Big Bear Funk</p> <ul style="list-style-type: none"> <li>• Big Bear Funk</li> <li>• plus</li> <li>• recap of songs already learnt</li> </ul>