

	Reception Skills	Reception Knowledge	Vocabulary	Texts/schemes/ resources
<p>Communication and language</p> <p>I can tell my own story</p>	<p>I can talk about myself and people that I know.</p> <p>I can sing songs that I know.</p> <p>I can talk about a range of different texts.</p> <p>I can understand and follow routines and simple instructions</p> <p>I can ask adults when I need some help</p> <p>I can share my thoughts and ideas</p> <p>I understand how to listen carefully and why listening is important.</p> <p>I can learn new vocabulary</p> <p>I can listen to stories</p> <p>I can listen carefully to rhymes and songs, paying attention.</p>	<p>I know about others.</p> <p>I know some familiar songs.</p> <p>I know how to describe different story and non-fiction texts.</p>	<p>As Nursery plus:</p> <p>Me, he, she, they</p> <p>Names of family members</p> <p>Words to describe stories, character, setting</p> <p>Go, get, find, do, make, sort, put away etc.</p> <p>Please can you help me, thankyou</p> <p>Listen, ears, hear, quiet, carefully</p> <p>New vocabulary related to rhymes and stories</p>	<p>We're Going on a Bear Hunt- Michael Rosen</p> <p>Families, families, families – Suzanne Lang</p> <p>Five Minutes Peace – Jill Murphy,</p> <p>Goldilocks,</p> <p>The Colour Monster, - Anna Llenas</p> <p>What make me a me? – Ben Faulks and David Tazzyman</p> <p>A home can be – Stephanie Seidler</p>
<p>PSED</p> <p>I have settled and have become a confident learner</p> <p>I can join in with a group of friends who are playing.</p>	<p>I can describe my friend.</p> <p>I can demonstrate friendly behaviour.</p> <p>I can be a good friend</p> <p>I am learning how to join in with whole group activities.</p> <p>I can choose an activity independently.</p> <p>I can understand their own feelings</p> <p>I can understand that other people have feelings too</p> <p>I can ask questions about my world</p>	<p>I know how to describe and show friendly behaviour.</p> <p>I know how to be a good friend.</p> <p>I know that I need to take turns with my friends and how to do it.</p> <p>I know how to ask questions about things that interest me.</p> <p>I know that I have feelings and that other people have them too.</p>	<p>As Nursery plus:</p> <p>Friend, share, care, take turns, loo after, help</p> <p>Choose</p> <p>Feelings, feel</p> <p>Me, you</p> <p>What, how, why, where, when</p>	<p>Families, families, families – Suzanne Lang</p> <p>Five Minutes Peace – Jill Murphy,</p> <p>Goldilocks,</p> <p>The Colour Monster, - Anna Llenas</p> <p>What make me a me? – Ben Faulks and David Tazzyman</p>
<p>Physical Development</p>	<p>I can use a dominant hand.</p> <p>I am beginning to form recognisable letters from my name and learnt phonemes, some of which are formed correctly</p>	<p>To know which hand to write with.</p> <p>I know that I need to put some pressure on my pen/pencil to make it write.</p> <p>To know how to use the outdoor climbing and balancing equipment safely.</p>	<p>As Nursery and above plus:</p> <p>Sounds, phonemes, letters</p>	<p>Exploring the space, gross motor skill development</p>

<p>I can dress and undress to go outside</p> <p>I can ride a balance bike</p>	<p>I can use climbing equipment safely and competently.</p> <p>I can use the toilet independently.</p> <p>I can walk steadily using my whole foot.</p> <p>I can access outdoor climbing equipment and PE apparatus independently.</p> <p>I am further developing the skills I need to manage the school day successfully:</p> <p>Lining up and queueing, mealtimes, personal hygiene</p> <p>I am revising and refining the fundamental movement skills that I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>I know that I need to be aware of other people and objects in the space.</p> <p>I know how to use scissors effectively.</p> <p>I know how to draw a recognisable picture.</p>	<p>Names of phonemes taught</p> <p>Roll, crawl, walk, jump, run, hop, skip, climb, swing, bouncy knees, 2 feet, one foot etc.</p> <p>Line up, wait, wash hands, dry hands</p> <p>Sit, listen</p>		
<p>Literacy</p> <p>I can recognise my first name and write some letters from it</p> <p>I can recognise my first name and write some letters from it</p>	<p>I can listen to and identifying sounds in the environments.</p> <p>I can listen to and hear initial sounds in familiar words.</p> <p>I can recognise rhyme, alliteration and am becoming more confident to blend and segment orally.</p> <p>I can identify some phonemes</p> <p>I can listen to familiar stories and recall some facts.</p> <p>I can to answer a question about a story.</p> <p>I can use meaningful marks for writing and begin to use some letter shapes.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I knowing the sounds that the taught letters make.</p> <p>I know that these are called phonemes.</p> <p>I know what the taught letters looks like.</p> <p>I know how to write the taught letters.</p> <p>I know that I can put these phonemes together to make words.</p> <p>I know how to sequence familiar stories.</p>	<p>Monster Phonics</p> <p>s, a, t, a,at,as</p> <p>i,n, in, it, is , l, an</p> <p>m, d, g, and, am, dad</p> <p>o, c, k, ck, to, into, go, no, the</p> <p>e, u, r, get, dog, can, got, on, not, cat</p> <p>h, b, up, mum, put, had, oh, him, his, big, has</p>	<p>As nursery plus:</p> <p>Listen, hear, say</p> <p>Sound, phoneme</p> <p>Up, down, round, flick, tail</p> <p>Start at; the top middle, bottom</p> <p>Join, blend together</p> <p>What happened, remember</p> <p>What, how, when, where, why</p> <p>Vocabulary from stories and rhymes.</p>	<p>We're Going on a Bear Hunt- Michael Rosen</p> <p>Families, families, families – Suzanne Lang</p> <p>Five Minutes Peace – Jill Murphy,</p> <p>Goldilocks,</p> <p>The Colour Monster, - Anna Llenas</p> <p>What make me a me? – Ben Faulks and David Tazzyman</p> <p>A home can be – Stephanie Seidler</p>
<p>Maths</p>	<p>I can recite the numbers to 10 forwards and backwards.</p> <p>I can show fingers for numbers to 5.</p> <p>I can confidently count out up to 5 objects with 1:1 correspondence.</p> <p>I can match quantities up to 5 to their numeral.</p> <p>I am beginning to recognise numbers automatically on a dice/card to 5.</p>	<p>I know the number names to 10 and the order that they come in forwards and backwards.</p> <p>I know what the numerals to 10 look like.</p> <p>I know the numbers that go with quantities of up to 5 objects.</p> <p>I know that objects, movements, measures can all be counted.</p> <p>I know the names of some 2D shapes</p>	<p>As nursery plus:</p> <p>Number names to 10</p> <p>Match numbers names to quantities to 5</p> <p>Five frame, full, empty</p>	<p>Getting to know you (Take this time to play and get to know the children!)</p> <p>Contains</p>	

	<p>I can recognise, identify and write numbers to 5 and to be able to explore each number.</p> <p>I can solve simple problems involving numbers to 5.</p> <p>I can identify some 2D shapes and talk about their properties.</p> <p>I can select, rotate and manipulate shapes in order to develop special reasoning skills</p> <p>I am beginning to be able to recognise and talk about simple patterns.</p> <p>I am learning how to compare length, weight and capacity</p>		<p>How many, how many more, count, carefully</p> <p>Circle, square, triangle, rectangle</p> <p>Next, before, after, inbetween</p> <p>Without counting</p>	<p>overviews and frequently asked questions</p> <p>Just like me! Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass & capacity</p> <p>Exploring pattern</p> <p>It's me 1, 2, 3! Representing 1, 2 & 3</p> <p>Comparing 1, 2 & 3</p> <p>Composition of 1, 2 & 3</p> <p>Circles and triangles</p> <p>Positional language</p>
<p>Understanding the World</p>	<p>I can talk about the differences between materials and changes that I notice.</p> <p>I can explore materials that float and sink.</p> <p>(SCIENCE LINK)</p> <p>I am beginning to make sense of my own life-story and family's history.</p> <p>I can talk about significant events in my life and my families with confidence.</p> <p>(HISTORY LINK)</p> <p>I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. I can notice differences between people.</p> <p>(GEOGRAPHY LINK)</p>	<p>I know that there are differences between materials and what can make them change.</p> <p>I know how to use a variety of different technological toys.</p> <p>I know how to operate simple equipment</p> <p>(SCIENCE LINK)</p> <p>I know about some of the things that have happened to me.</p> <p>(HISTORY LINK)</p> <p>I know that there are different countries in the world</p> <p>(GEOGRAPHY LINK)</p>	<p>As above plus:</p> <p>Hard, soft, bendy, stiff, stretch, bend, snap, break, twist</p> <p>Float, sink</p> <p>Magnet sticks/pushes away</p> <p>Cook, heat, cool, bake, hotter, soften, melt</p> <p>Holiday, world, countries, hot, cold</p> <p>Transport e.g. car, bus, train, bike, boat etc.</p> <p>Map, atlas</p>	<p>We're Going on a Bear Hunt- Michael Rosen</p> <p>Families, families, families – Suzanne Lang</p> <p>Five Minutes Peace – Jill Murphy,</p> <p>Goldilocks,</p> <p>The Colour Monster, - Anna Llenas</p> <p>What make me a me? – Ben Faulks and David Tazzyman</p> <p>A home can be – Stephanie Seidler</p>

	To talk about what they see using new vocabulary with confidence			
Expressive and Creative Arts	<p>I can give meaning to the marks that are made.</p> <p>I can explore colours and colour mixing.</p> <p>I am beginning to use a larger variety of media to create something and say what I have made. (ART LINK)</p> <p>I can remember the words to a range of songs.</p> <p>I can explore the different sounds of a range of instruments. (MUSIC LINK)</p> <p>I am beginning to use my imagination in my play in a variety of situations.</p> <p>I can tell a story or sing a rhyme by myself</p>	<p>I know that marks carry meaning.</p> <p>I know how to make different colours (ART LINK)</p> <p>I know an increasing number of songs</p> <p>I know how to play some instruments (MUSIC LINK)</p> <p>I know some stories</p> <p>I know how to tell a story</p>	<p>As nursery plus:</p> <p>Marks, draw, drawing, paint, painting, glue, gluing</p> <p>Colour names</p> <p>Name of types of media e.g. paint, paper, pipe cleaners etc.</p> <p>Colour, colour mixing</p> <p>Names of colours</p> <p>Words from songs and stories</p>	<p>CHARANGA – Autumn 1 Me</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>