

	Reception Skills	Reception Knowledge	Vocabulary	Texts/schemes/ resources
<p>Communication and language</p> <p>I can tell my own story</p>	<p>I can understand and follow simple instructions</p> <p>I understand how to listen carefully and why listening is important.</p> <p>I can talk about and compare different festivals.</p> <p>I can make comments about things that I observe.</p> <p>I understand how to listen carefully and why listening is important.</p> <p>I can use new words that I have learnt throughout my day</p> <p>I can join in with story times</p> <p>I can use social phrases</p> <p>I listen carefully to rhymes and songs, paying attention.</p>	<p>I know about different festivals.</p> <p>I am able to talk about how different people help us.</p> <p>I am beginning to talk about why things happen using new vocabulary learnt.</p> <p>I know some social phrases and how and when to use them</p>	<p>As Nursery and above plus:</p> <p>Vocabulary related to festivals</p> <p>Observational vocabulary e.g. big, small, long, short, round, straight, flat etc.</p> <p>Please, thank you, sorry, excuse me, pardon me etc.</p> <p>New vocabulary related to song, rhymes, stories and social situations</p>	<p>From Anna to Zane – Vivian French</p> <p>Rosie’s Walk – Pat Hutchins</p> <p>Dogger – Shirley Hughes</p> <p>Dogger’s Christmas – Shirley Hughes</p> <p>World Nursery Rhyme week</p> <p>Rudolph – Robert L May</p> <p>The Christmas Story</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 understand their own feelings</p> <p>I can understand that other people have feelings too</p> <p>I am learning about a range of different festivals.</p> <p>I am learning about important dates in my life.</p> <p>I can see myself as a valuable individual</p> <p>I can manage their own needs.</p> <p>I am learning how to show resilience and perseverance in the face of challenge</p>	<p>I know that I have feelings and that other people have them too.</p> <p>I know that different people celebrate different things and I know about some of these festivals.</p> <p>I understand why different people celebrate different things.</p> <p>I know that I need to keep trying.</p> <p>I know that I can do things for myself.</p>	<p>As Nursery and above plus:</p> <p>Words related to festivals e.g. Divali, Christmas, Hannukah</p> <p>Birthday, celebrate, cake, presents, gifts</p> <p>Keep going, try, trying</p> <p>Myself</p>	<p>The Christmas story</p> <p>Christmas stories</p> <p>All About Friends</p> <p>(See also Colour Monster mental health and well-being policy in appendix)</p>
<p>Physical Development</p>	<p>I can use climbing equipment safely and competently.</p>	<p>I know how to use scissors effectively.</p> <p>I know how to make anticlockwise movement and retrace vertical lines.</p>	<p>As Nursery and above plus:</p>	<p>Real Play – Helpful Island</p>

<p>I can dress and undress to go outside</p> <p>I can ride a balance bike</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 can use a dominant hand.</p> <p>I am beginning to use anticlockwise movement and retrace vertical lines.</p> <p>I am beginning to form recognisable letters from my name and learnt phonemes, some of which are formed correctly</p> <p>I can negotiate space effectively.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>I am developing my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I know how to use the outdoor balancing and climbing equipment and PE equipment safely.</p> <p>I know how to take turns and work with others to keep everyone safe.</p> <p>I know how to draw a recognisable picture and label it with letter shapes.</p>		<p>Lines up, down, round, under, top, bottom</p> <p>Pencils, paintbrush, scissors, knife, fork, spoon etc.</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 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 know the sounds that the taught letters make.</p> <p>I know that these sounds 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 some taught high frequency words.</p> <p>I know about the parts of a book – front cover, back cover, blurb.</p> <p>I know that books are written by people and that they are called authors and I know where to find their name.</p> <p>I know that books often contain pictures and that these are drawn by an illustrator and I know where to find their name.</p> <p>I know how to sequence familiar stories.</p>	<p>I know the sounds that the taught letters make.</p> <p>I know that these sounds 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 some taught high frequency words.</p> <p>I know about the parts of a book – front cover, back cover, blurb.</p> <p>I know that books are written by people and that they are called authors and I know where to find their name.</p>	<p>f, ff, l, ll, ss, he, she, me, we be, of</p> <p>ASSESSMENT</p> <p>j, v, w, x, if, off, you, my, they, for</p> <p>y, z, zz, qu, will, all, went, was, from, help</p> <p>ch, sh, th, th, ng, too, her, with, are, yes</p> <p>Long oo, then, them, that, this, said</p> <p>ar</p> <p>ASSESSMENT</p>	<p>As Nursery and above plus: Phase 2</p> <p>Letters, words CVC words</p> <p>Tricky words Sound mat Find, match, copy</p> <p>Front cover, back cover, blurb, author, illustrator</p> <p>Order, first, next, then, last</p>	<p>From Anna to Zane – Vivian French</p> <p>Rosie’s Walk – Pat Hutchins</p> <p>Dogger – Shirley Hughes</p> <p>Dogger’s Christmas – Shirley Hughes</p> <p>World Nursery Rhyme week</p> <p>Rudolph – Robert L May</p>

		<p>I know that books often contain pictures and that these are drawn by an illustrator and I know where to find their name.</p> <p>I know how to sequence familiar stories.</p>		<p>Vocabulary from stories and rhymes.</p>	<p>The Christmas Story</p>
<p>Maths</p>	<p>It's me 1,2,3 Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before. • Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. <p>Development Matters – Reception – Explore the composition of numbers to 10</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Separates a group of three or four objects in different ways, beginning to recognise that the total is the same. <p>Circles and triangles Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. <p>Development Matters – 3 and 4-year-olds Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Responds to and uses language of position and direction. <p>1,2,3,4,5 Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. <p>Development Matters – Reception – Subitise.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – Engages in subitising numbers to four and maybe five. <p>Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond. <p>Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before. 			<p>As nursery and above plus: Look carefully Count carefully How many, how many more, how many less, how many are left More, less Repeating patterns, copy, continue, match Length – how heavy, weight – how heavy, capacity – how much does it hold</p>	

	<p>Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. <p>Development Matters – Reception – Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. <p>Shapes with 4 sides</p> <p>Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. • Development Matters – Reception – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. • Birth to 5 Matters – Range 5 – Shows awareness of shape similarities and differences between objects. <p>Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – Is increasingly able to order and sequence events using everyday language related to time. 			
<p>Understanding the World</p>	<p>I can explore materials that float and sink. (SCIENCE LINK)</p> <p>I can describe what I see, hear and feel whilst outside</p> <p>I can talk about the effect of the changing seasons on the natural world around me. (SCIENCE LINK)</p> <p>I can talk about members of my immediate family and community</p> <p>I understand that some places are special to some members of the community RE F3 Which places are special and why? (RE LINK)</p> <p>I can identify some similarities and differences between now and the past.</p> <p>I can answer basic questions about the past. (HISTORY LINK)</p> <p>I can recognise some environments that are different from the one in which I immediately live.</p>	<p>I know how to use a variety of different technological toys. (SCIENCE LINK)</p> <p>I know about Autumn and Winter (SCIENCE LINK)</p> <p>I know who is in my family.</p> <p>I know that I am a valuable individual.</p> <p>I know that different people celebrate different things and what some of these are.</p> <p>I know that people believe in different things and have different religions. (RE LINK)</p> <p>I know that things change over time (HISTORY LINK)</p> <p>I know about some features in my environment.</p> <p>I know where I live. (GEOGRAPHY LINK)</p>	<p>As Nursery and above plus: Touch, smell, listen, taste, see, observe, observation What, how, why, where when Seasons – autumn, winter, spring, summer Names of features in the locality e.g. school, park, shops, brook, railway line, river, Elvaston Castle, lake etc. Occupations of people in the places explored above.</p>	<p>From Anna to Zane – Vivian French</p> <p>Rosie’s Walk – Pat Hutchins</p> <p>Dogger – Shirley Hughes</p> <p>Dogger’s Christmas – Shirley Hughes</p> <p>World Nursery Rhyme week</p> <p>Rudolph – Robert L May</p> <p>The Christmas Story</p>

	<p>(look at their wider environment within Borrowash) I can talk about some of the features in the area where I live. I can draw information from a simple map. (GEOGRAPHY LINK)</p>		<p>Past, before, long ago, years ago, change, the same Forwards, backwards, past, next to etc. Celebrations, parties, food, drink, games, decorations and names of these. Church, mosque, temple etc.</p>	<p>AI About Friends</p>
<p>Expressive and Creative Arts</p>	<p>I can explore colours and colour mixing. I can explore, use and refine a variety of artistic effects to express my ideas and feelings. (ART LINK) I can use simple tools and techniques competently and appropriately. (DT/ART LINK) I can listen attentively, move to and talk about music, expressing my feelings and responses. I can sing in a group I can develop and engage in music making and dance (MUSIC LINK) I can develop storylines in my pretend play</p>	<p>I know how to make different colours (ART LINK) I know how to use media to express my feelings. I know how to use some tools safely. (ART/DT LINK) I know how that I can respond to music. I know some songs. (MUSIC LINK) I know how to tell a story.</p>	<p>As Nursery and above plus: Light, lighter, dark, darker Cut, tear, punch, print Listen, move, dance Fast, slow, happy, sad, loud, quiet Happy, sad, excited, scared Vocabulary related to the performance they have seen, the music/songs involved, instruments used etc. Words from songs and stories</p>	<p>CHARANGA – Autumn 2 My Stories I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>