

	Reception Skills	Reception Knowledge	Vocabulary	Texts/schemes/ resources
<p>Communication and language</p> <p>I can tell my own story</p>	<p>I can describe features of traditional stories.</p> <p>I can ask question to find out more.</p> <p>I can listen to and talk about stories</p> <p>I am beginning to use new vocabulary in different contexts.</p> <p>I am learning rhymes, poems and songs.</p>	<p>I know different traditional stories.</p> <p>I know how to express my ideas and feelings about my experiences.</p> <p>I know about books and stories and how they work.</p> <p>I know an increasing range of rhymes.</p>	<p>As Nursery and above plus:</p> <p>Beginning , middle, end, problem, What, how, why, where, when, who</p> <p>Front cover, back, cover, blurb, pages</p> <p>Happy, sad, worried, scared, angry</p> <p>New vocabulary related to songs, rhymes stories and social situations.</p>	<p>Peepo – Janet and Alan Ahlberg</p> <p>Not last night but the night before – Colin Naughton</p> <p>Katie Morag and the two grandmothers – Mairi Hedderwick</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p> <p>The Train Ride – Julie Crebin and Stephen Lambert</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 understand that other people have feelings too</p> <p>I am learning how to show resilience and perseverance in the face of challenge</p> <p>I am learning the difference between right from wrong.</p> <p>I understand how to make the right choices and the consequences of not making the right ones.</p> <p>I can see myself as a valuable individual</p> <p>I am beginning to show resilience and perseverance in the face of challenge</p>	<p>I know that I need to keep trying.</p> <p>I know that I can do things for myself.</p> <p>To know how to talk about why a character has made a poor choice and what the consequences are.</p> <p>I know how to talk about how the character could have made a better choice.</p>	<p>As Nursery and above plus:</p> <p>Right, wrong, good, bad</p> <p>Good choices, bad choices, poor choices, better choice</p> <p>Choose, choice</p> <p>Important</p>	<p>Little Red Riding Hood</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p> <p>(See also Colour Monster mental health and well-being policy in appendix)</p>

<p>Physical 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 confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>I can show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>I can balance and coordinate safely.</p> <p>I can negotiate space effectively.</p> <p>I am developing overall body strength, balance co-ordination and agility.</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 scissors effectively. .</p> <p>I know how to use the PE equipment safely.</p> <p>I know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>I know how to use pens and pencils and tools such as scissors effectively. I know how to use pens and pencils and tools such as scissors effectively</p>		<p>As Nursery and above plus:</p> <p>Exercise, eating – names of healthy food, drinking, sleep, keep clean</p> <p>Balance, coordinate, strength, balance, agility</p>	<p>Real Dance</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 know how to sequence familiar stories.</p> <p>I can use the phonemes that I have learnt to blend and segment words.</p> <p>I can sound out and read words containing known phonemes.</p> <p>I can read some high frequency words.</p> <p>I can listen to my sounds to write simple CVC words.</p> <p>I am beginning to use my phonic knowledge to make plausible attempts at writing words.</p> <p>I can think of and write a short, simple sentence.</p> <p>I can listen to stories and talk about what is happening in depth. I can also suggest what else might happen.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I know that I can write words.</p> <p>I know the sounds that the taught letters make.</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 find taught HFW in text.</p> <p>I know how to spell some familiar words.</p> <p>I know that books have an author and often an illustrator and I know how to find out who they are.</p>	<p>Monster Phonics</p> <p>oo (u), look, now, down</p> <p>ow, look, now, down</p> <p>ee, see, going, just, have</p> <p>ur, see, going, just, have</p> <p>ai, it's, do, so</p> <p>or, it's, dp, so</p> <p>ASSESSMENT</p>	<p>As Nursery and above plus:</p> <p>Phase 3 phonemes, digraph</p> <p>Join, blend, altogether, read back</p> <p>Left to right</p> <p>Words containing known phonemes</p> <p>Sentence, finger spaces, capital letter, full stop</p> <p>Phase 2 and 3 common exception words</p> <p>Vocabulary from stories and rhymes.</p>	<p>Little Red Riding Hood</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p> <p>The Train Ride – Julie Crebin and Stephen Lambert</p>

<p>Maths</p>	<p>Alive in 5</p> <ul style="list-style-type: none"> • Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 5 Begin to recognise numerals 0 to 10 Links numerals with amounts up to 5 and maybe beyond • Development Matters – Reception – Subitise. • Birth to 5 Matters – Range 6 – Engages in subitising numbers to four and maybe five • Development Matters – Reception Compare numbers., count objects, actions and sounds • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Matches the numeral with a group of items to show how many there are (up to 10) Birth to 5 Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters Range 5 – Beginning to recognise that each counting number is one more than the one before Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Development Matters – Reception – Subitise. • Birth to 5 Matters – Range 6 – Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three <p>Mass and capacity</p> <ul style="list-style-type: none"> • Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play <p>Growing 6,7,8</p> <ul style="list-style-type: none"> • Development Matters – Reception Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group • Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10 	<p>As Nursery and above plus: Number names to 20 More than, less than, fewer, the same as, equal to Ways to make Add, take away, altogether, equals Taller than, longer than, shorter than, heavier than, lighter than, holds more, holds less Half full, full, empty, half empty, overflowing</p>	<p>Alive in 5!</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p>
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<p>Understanding the World</p>	<p>I can recognise some environments that are different from the one in which I immediately live. (look at their wider environment within Borrowash)</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 understand the effect of the changing seasons on the natural world around me. (SCIENCE LINK)</p> <p>I can name and describe people who are familiar to me</p> <p>I understand that some places are special to some members of the community RE Key question F5 – Where do we belong? (RE LINK)</p> <p>I can comment on images of familiar situations in the past</p> <p>I can talk about special events in my life. (HISTORY LINK)</p> <p>I can recognise some environments that are different to the one in which I live (look at the wider environment within the UK)</p> <p>I can talk about features of my own immediate environment and how this can differ from others.</p> <p>I can make observations and express my views of the environment.</p> <p>I can draw information from a simple map (GEOGRAPHY LINK)</p>	<p>I know that humans and other animals can grow. (SCIENCE LINK)</p> <p>I know about some special places; what they are called and what they are used for. (RE LINK)</p> <p>I know about some special things that have happened to me. (HISTORY LINK)</p> <p>I know that things were different in the past. (HISTORY LINK)</p> <p>I know about some of the features around me.</p> <p>I know that there are many countries around the world.</p> <p>I know that maps help us to find places and to find out about them. (GEOGRAPHY LINK)</p>	<p>As Nursery and above plus: Cold, icy, frost Yesterday, today, tomorrow, when, past, ago, years, days weeks, months, same, different, changed, old, older, oldest, new Hills, mountains, streams, sea, beach, countryside, fields, caves, bridges, tunnels etc. Up, down, left, right, forwards, backwards, road, street, corner Map, atlas</p>	<p>Peepo – Janet and Alan Ahlberg</p> <p>Not last night but the night before – Colin Naughton</p> <p>Katie Morag and the two grandmothers – Mairi Hedderwick</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p> <p>The Train Ride – Julie Crebin and Stephen Lambert</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)</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. (ART LINK)</p>	<p>I know how to use media to express my feelings.</p> <p>I know how to use some tools safely. (ART/DT LINK)</p> <p>I know how to improve my creations.</p> <p>I know how to combine media and resources.</p> <p>I know that I can express myself through art.</p> <p>I know what I want to create/achieve (DT/ART LINK)</p> <p>I know some songs</p>	<p>As Nursery and above plus: How, what, why, where Rough, smooth, spiky, soft, hard, bumpy, squishy, sticky</p>	<p>CHARANGA – Spring 1 Everyone</p> <p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p>

	<p>I can use simple tools and techniques competently and appropriately. (DT/ART LINK)</p> <p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them</p> <p>I can use a variety of resources to create my own props. (DT/Art Link)</p> <p>I can constructs with a purpose in mind, using a variety of resources. (DT LINK)</p> <p>I can sing in a group</p> <p>I can develop and engage in music making and dance</p> <p>I can effectively use instruments to tap a simple beat. (MUSIC LINK)</p>	<p>I know how to tap a simple beat (MUSIC LINK)</p>	<p>My turn, your turn Copy, echo, repeat Gallery, museum Words from songs and stories</p>	<p>Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>
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