

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development (PSED)	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p>	<p>To learn about important dates in their lives.</p> <p>To learn about the different family structures.</p>	<p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To learn about a range of different festivals.</p>	<p>To identify ways of being helpful to others and how this will make them feel.</p> <p>To understand that people need help.</p> <p>To learn right from wrong.</p>	<p>To describe a range of different habitats around the world.</p>
Communication and Language (CL)	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To be able to give facts about a specified subject.</p> <p>To engage in fiction and non-fiction stories.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To label and sort living things giving some reason for their choices.</p>
Physical Development (PD)	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To use a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To negotiate space effectively.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To show good control and coordination in large and small movements.</p>	<p>To show good control and coordination in large and small movements.</p>
Literacy Development (LD)	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listen to stories and is begin to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listen to stories and is begin to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listen to stories and is begin to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listen to stories and is begin to anticipate what may happen next.</p>

Maths Development (MD)	<p>To count up to 10 objects with 1:1 correspondence</p> <p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p>	<p>To find the total of 2 groups of objects.</p> <p>To order numbers to 10.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p>	<p>To use nonstandard units to measure length, weight and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p>	<p>To use objects to solve addition and subtraction problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To explore number bonds to five and ten.</p> <p>To read the time to O'Clock on a digital and analogue clock.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>
Understanding the World (UW)	<p>To talk about how they have changed since they were a baby.</p> <p>To talk about the changes they observe in their environment – Seasons link.</p> <p>To be able to recount changes within living memory.</p> <p>Identify some similarities and differences between now and the past.</p> <p>I can discuss daily weather/seasons.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To be able to differentiate between nocturnal and diurnal animals.</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/ nurses/ doctors/fire fights/postman/ shop assistant etc).</p> <p>Answer basic questions about the past. (Au2) Talk, draw or write about aspects of the past.</p> <p>I can talk about some features of the areas where I live.</p>	<p>To talk about a special event in their life.</p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>Sort information using Venn Diagrams.</p> <p>Know that their own experiences differ to those of others.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another</p> <p>I can make observations and express their views of the environment.</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p> <p>Understand key features of events.</p> <p>I can explain why geographic changes occur.</p> <p>I can ask questions about their familiar world (where they live or the natural world).</p>		
Expressive Arts and Design (EAD)	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p> <p>To explore the different sounds of a range of instruments.</p>	<p>To design a Rangoli pattern.</p> <p>To use role play to show how 'People who Help Us'.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>To explore and recreate Aboriginal Art.</p> <p>To draw a range of plants and fruits.</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To effectively use instruments to tap a simple beat.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To effectively use instruments to tap a simple beat.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>To move along to the beat of a familiar song.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To move along to the beat of a familiar song.</p>