

EYFS Progression map

Communication and Language				
	By the end of Reception children will have learnt:	Autumn	Spring	Summer
Listening	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs,</p>	<p>I am beginning to listen during carpet time (10-15mins)</p> <p>I am learning to listen to rhymes.</p> <p>I know when to listen.</p> <p>I can listen and I am beginning to want to answer questions.</p> <p>I can select a familiar story for you to read.</p> <p>I can tell you one-character name.</p> <p>I am beginning to participate in role play around the story.</p> <p>I am beginning to be familiar with a favourite story.</p> <p>I am beginning to use story talk.</p> <p>I can listen to rhyme or song.</p>	<p>I can listen for an extended period of time (15-20 mins).</p> <p>I can listen and play sounds you make or play.</p> <p>I listen and then attempt to answer questions which show comprehension of the story.</p> <p>I have a favourite story.</p> <p>I can listen to a story and decide if I have enjoyed it.</p> <p>I can talk about the characters.</p> <p>I can tell you how a story works out.</p> <p>I will use some of my own words to describe a story.</p> <p>I can be a character from a story.</p> <p>I can tell you what happens.</p> <p>I can talk like the story through the day, 'Im going on a bear hunt', mmm Gruffalo crumble.</p> <p>I can listen to a rhyme or song and repeat it.</p>	<p>I can tell you about what you just said or what I just heard.</p> <p>I always listen and then answer questions which show comprehension of the story.</p> <p>I can tell you my favourite book, about the characters and summarise the story.</p> <p>I can tell you the problem within a story.</p> <p>I can role play the weeks story.</p> <p>I can walk a story through using my own words to describe the part we are at.</p> <p>I know a rhyme, a poem and a song off by heart.</p>

	<p>paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in non-fiction books.</p>	<p>I can begin to say if I enjoyed the rhyme or song.</p> <p>I am beginning to learn a rhyme, a poem and a song.</p> <p>I am looking at nonfiction books.</p>	<p>I can use rhyme to have fun (even if it doesn't make sense).</p> <p>I can respond appropriately to a song that requires a response.</p> <p>I am using nonfiction to find information with an adult.</p> <p>I am beginning to learn two nonfiction facts about a subject.</p> <p>I have a new word to share from our fact finding.</p>	<p>I know to use nonfiction to find out some facts that are true.</p> <p>I know four facts about a subject from a nonfiction book (adult read). I can share new words around the subject from my facts.</p> <p>I know nonfiction is a book of information.</p>
Understanding	<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>I am beginning to answer questions asked to me by an adult with a simple sentence.</p> <p>I am beginning to show understanding when asked a question.</p> <p>I can follow simple instructions.</p>	<p>I can answer questions using simple sentences.</p> <p>I usually show understanding of what has been said to me.</p> <p>I will follow instructions involving 2 parts.</p>	<p>I can answer any question asked eg. how, where, why what?</p> <p>I show clear understanding of what has been said to me.</p>
Speaking	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>I am learning new vocabulary all the time.</p> <p>I am listening to new vocabulary modelled to me and repeat it.</p> <p>I am attempting to use new</p>	<p>I am beginning to use new vocabulary in play.</p> <p>I can sometimes use new vocabulary when speaking with adults and friends.</p> <p>I can sometimes use new</p>	<p>I have an increasing vocabulary to draw on in conversation.</p> <p>I know how to speak appropriately for the subject.</p>

	<p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>	<p>vocabulary with support.</p> <p>I will listen to an adult modelling and beginning to copy.</p> <p>I will speak using a simple sentence.</p> <p>I am beginning to describe events in my play.</p> <p>I can think out loud about things.</p> <p>I am hearing adults say 'I think' 'you could' and 'it might be' as models.</p> <p>I am beginning to learn social phrases like good morning, good bye and please and thank you.</p>	<p>vocabulary during the day.</p> <p>I am beginning to use full sentences in my play.</p> <p>I will connect two simple sentences together using 'and' and 'because'.</p> <p>I can easily describe orally the events of my morning or afternoon.</p> <p>I will clearly talk to my friends in play and in learning.</p> <p>I am beginning to talk with others to solve problems.</p> <p>I clearly know social phrases and use them correctly.</p>	<p>I can use new vocabulary when it is appropriate.</p> <p>I can speak clearly.</p> <p>I can speak in full sentences.</p> <p>I am speaking in full sentences with a variety of vocabulary.</p> <p>I will speak using a variety of connectives (and, then, before, first).</p> <p>I can think aloud to solve a problem.</p> <p>I use words like 'I think its...', 'you could ...' and 'it might be...'</p>
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Personal, Social and Emotional Development				
	By the end of Reception children will have learnt:	Autumn	Spring	Summer
Managing self	See themselves as a valuable individual.	<p>I am beginning to initiate a conversation.</p> <p>I can tell you what I like.</p> <p>I can tell you who is in my family.</p>	<p>I can initiate a conversation.</p> <p>I can tell you what I don't like and why I don't like it.</p> <p>I can tell you about my family.</p> <p>I can tell you what I am good at.</p>	<p>I can have an extended conversation.</p> <p>I can tell you about my family's roles and interests.</p> <p>I am a confident individual.</p> <p>I have a sense of pride in myself.</p>

	Manage their own needs.	<p>I am beginning to understand the need for hygiene with adult support.</p>	<p>I can manage my own hygiene.</p> <p>I can choose a healthy snack.</p> <p>I understand why I need to drink milk and water.</p>	<p>I understand what are healthy and unhealthy foods.</p> <p>I understand why I need to eat fruit and vegetables and why I need to exercise.</p>
Self-regulation	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>I am beginning to be able to calm myself down after I become upset.</p> <p>I am beginning to make the right choice most of the time sometimes with support from an adult.</p> <p>I am beginning to model the right choice during times when the whole class are together.</p> <p>I am beginning to understand the class rewards system.</p> <p>I can listen to a story and think about the feelings of the characters.</p> <p>I can think about challenges within our circle times.</p>	<p>I can calm myself down after I become upset.</p> <p>I can make the right choice most of the time.</p> <p>I can model the right choice during times when the whole class are together.</p> <p>I am beginning to gain more praise for my right choices.</p> <p>I understand the class rewards system.</p> <p>I can offer talk to understand how a character maybe feeling.</p>	<p>I can make the right choice all of the time.</p> <p>I am consistently gaining more praise for my right choices.</p> <p>I can recognise when I am not making the right choice and accept consequences.</p>
Building relationships	Build constructive and respectful relationships.	<p>I am beginning to listen to an adult.</p> <p>I am beginning to listen to my friend.</p> <p>I am beginning to be kind to others.</p> <p>I am beginning to have regular friends that are good for me.</p>	<p>I can listen to an adult.</p> <p>I can listen to my friend.</p> <p>I can be kind to others.</p> <p>I have regular friends that are good for me.</p> <p>I can observe work other children</p>	<p>I can listen to an adult for extended periods of time.</p> <p>I can listen to my friend and respond to conversation with questions and answers.</p> <p>I can positively review my friend's model and make suggestions for improvement.</p>

	Express their feelings and consider the feelings of others.	I am beginning to observe work other children have completed. I am beginning to compliment my friends good work.	have completed and tell them what I like. I can complement my friend's good work. I am learning how to review my friend's model and say what I like about it.	I complete regular class challenges to join in with class reward systems. I can talk and solve challenges with simple solutions within after listening to stories or during circle time.
	Think about the perspectives of others.			

Physical Development				
	By the end of Reception children will have learnt:	Autumn	Spring	Summer
Gross Motor	Revise and refine the fundamental movement skills they have already acquired: (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing). Progress towards a more fluent style of moving, with developing control and grace.	I am beginning to move by... - rolling - crawling - walking - jumping - running - hopping - skipping climbing I am learning to move confidently. I am beginning to climb higher. I am beginning to jump farther. I am beginning to run faster.	I can confidently roll. I can confidently crawl. I can confidently: - walk - jump - run - hop - Skip - Climb I can move with confidence, control and grace. I can do a physical challenge when instructed and extended by an adult. I can run faster. I can climb higher.	I can confidently and safely move in a variety of different ways with excellent control. I can successfully complete a physical challenge. I can challenge myself physically. I can be still and quiet.

	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: (throwing, catching, kicking, passing, batting, and aiming.)</p>	<p>I am learning to spin.</p> <p>I can seesaw.</p> <p>I can slide.</p> <p>I can move my full body during dance time.</p> <p>I can move around an obstacle course with adult support.</p> <p>I can jump over a line.</p> <p>I am beginning to use small apparatus outside.</p> <p>I am beginning to use large apparatus outside.</p> <p>I can use small world to role play.</p> <p>I can build with blocks.</p> <p>I can climb steps.</p> <p>I am learning to: Throw a ball Catch a ball Kick a ball Pass a ball.</p> <p>I can hold a bat.</p>	<p>I can jump farther.</p> <p>I am beginning to be still for more than one minute.</p> <p>I recognise when I get out of breath.</p> <p>I am beginning to move with coordination and balance.</p> <p>I can confidently move around an obstacle course.</p> <p>I can jump into and out of a hoop.</p> <p>I can skip with a skipping rope, turned by an adult.</p> <p>I can use balls appropriately.</p> <p>I can manage a wheel barrow.</p> <p>I can build a den.</p> <p>I can roll a tyre.</p> <p>I can use the trim trail.</p> <p>I can throw a ball.</p> <p>I can catch a large ball.</p> <p>I can kick a ball.</p> <p>I can pass a ball.</p>	<p>I know why I get out of breath.</p> <p>I move with coordination and balance – independently.</p> <p>I can use new equipment to move in a variety of ways.</p> <p>I can take part on sports day activities.</p> <p>I can use outdoor equipment confidently and safely, exploring using it in different ways.</p> <p>I can aim at something when I throw.</p> <p>I can catch a small ball.</p> <p>I can kick a ball at a target.</p>
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	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	I am developing confidence of movement with balls.	I am confident in my movement and handling of balls.	I can hold a bat to hit a ball.
Fine Motor	<p>Develop their small motor skills so that they 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>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>I can do a simple dough disco.</p> <p>I can cut along a straight line with scissors.</p> <p>I am beginning to cut with knives.</p> <p>I am beginning to draw representations of people and objects.</p> <p>I can hold a spoon to eat.</p> <p>I can sit on the floor with my legs stretched out.</p> <p>I can sit on the floor with my legs bent underneath me.</p> <p>I can cross my legs.</p> <p>I can mark make.</p> <p>I can add letters to my marks.</p> <p>I can write my first name.</p> <p>I am beginning to form recognisable letters to add</p>	<p>I can dough disco with many moves.</p> <p>I can cut out shapes with scissors.</p> <p>I can draw with a variety of apparatus and my pictures are becoming more recognisable.</p> <p>I can use cutlery with confidence.</p> <p>I can sit on the floor with my legs crossed.</p> <p>I can sit with my arms folded.</p> <p>I can sit on a chair correctly. I can sit at a table with my legs underneath the table.</p> <p>I can write letters and simple words.</p> <p>I can form letters correctly.</p>	<p>I can cut shapes with scissors. (not templates).</p> <p>I have good control over a variety of mark making equipment and my drawings are now recognisable and well controlled.</p> <p>I have good posture when sitting in different positions and can maintain sitting correctly for a longer period of time.</p> <p>I can add more detailed writing to my pictures, forming letters correctly.</p>

		labels to my drawings.		
Health/ Managing self (PSED)	<p>Further develop the skills they need to manage the school day successfully: (Lining up and queuing, meal times and personal hygiene). - <u>PD</u></p> <p>Know and talk about the different factors that support their overall health and wellbeing: (Regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian)- <u>PSED</u></p>	<p>I am beginning to line up without fuss when asked.</p> <p>I can tell when in the routine it is time for dinner.</p> <p>I know I need to wash my hands.</p> <p>I can tell you why I eat fruit.</p> <p>I can tell you why I drink milk and water.</p> <p>I can tell you why I hold an adult's hand near the road.</p>	<p>I can line up and show you I'm ready.</p> <p>I know when we eat snack.</p> <p>I know why I need to wash my hands and when.</p> <p>I can tell you why I brush my teeth.</p> <p>I understand how to cross the road safely.</p> <p>I know why we need exercise and how we can exercise.</p>	<p>I can tell you our daily routine.</p> <p>I can tell you about why raising my heart rate is good for me.</p> <p>I understand the five a day rule.</p> <p>I know lots of time on my device isn't good for me.</p> <p>I understand the need for sleep.</p>

Literacy				
	By the end of Reception children will have learnt:	Autumn	Spring	Summer
Comprehension	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>I am aware that print goes from left to right.</p>	<p>I am practising reading familiar sounds at home and segmenting and blending familiar words.</p> <p>I listen and join in with repeated refrains from familiar stories.</p>	<p>I am beginning to read books or ditties matched to my reading level at home.</p> <p>I can retell a familiar story when looking at a book.</p> <p>I am beginning to predict what happens next.</p>	<p>I can read my RWI reading book at home confidently and using my story tellers voice.</p> <p>I attempt to read some words in whole language books which are linked to my own experiences.</p>
Word reading	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-</p>	<p>I can recognise and read words with set 1 sounds in RWI.</p> <p>I am beginning to blend sounds to read short phonetic words.</p>	<p>I can blend phonetic sounds to read short words.</p> <p>I know special friends such as 'ch, sh, th, ng, nk'.</p>	<p>I can recognise and read words with set 1 special friends in RWI and may be beginning to learn set 2 sounds.</p>

	<p>sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Red words: I, go, to, the, no</p> <p>I can read my name.</p> <p>I am beginning to read simple CVC words.</p>	<p>I can read and recognise some red words- RWI.</p> <p>I can read ditty sheets confidently and begin to read red ditty books.</p>	<p>I can blend sounds to read simple sentences.</p> <p>I can read longer words containing 4 and 5 sounds. 1.6 and 1.7 words in RWI.</p> <p>I can confidently read words containing special friends.</p> <p>I can confidently read some red words.</p> <p>I can read age appropriate book. RWI level Greenor Purple.</p>
Writing	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to</p>	<p>I can form letters from the alphabet.</p> <p>I can write CVC words containing set 1 RWI sounds, using Fred fingers.</p> <p>I can mark make.</p> <p>I can read my mark making and tell you what it says.</p> <p>I am beginning to add initial sounds for words.</p> <p>I can tell you what my sentence says.</p>	<p>I attempt to form all 26 letters of the alphabet correctly.</p> <p>I can write CVC words containing set 1 sounds and with special friends using Fred fingers.</p> <p>I can write labels and captions.</p>	<p>I can write capital letters.</p> <p>I can write words containing set RWI special friend sounds, and words containing 4 and 5 sounds using Fred fingers.</p> <p>I can write a short sentence.</p> <p>I can use a full stop.</p> <p>I can use finger spaces.</p> <p>I can use a capital letter.</p> <p>I can use simple conjunctions to extend my short sentence.</p> <p>I can read my sentence to you.</p>

	check that it makes sense.		You can read my writing and understand it.	I can write numerals 1 to 9.
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Mathematics				
*progress skills taken from NCEM.	By the end of Reception children will have learnt:	Autumn	Spring	Summer
Subitising	Subitise.	<p>I can perceptually subitise within 3.</p> <p>I can identify sub-groups in larger arrangements.</p> <p>I can create my own patterns for numbers within 4.</p> <p>I can practise using my fingers to represent quantities which I can subitise.</p> <p>I can experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p>I can subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>I increase my confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements.</p> <p>I can explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>I experience patterns which show a small group and '1 more'.</p> <p>I continue to match arrangements to finger patterns.</p> <p>I can explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>I continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns.</p> <p>I can use subitising skills to enable me to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number.</p> <p>I can subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p>I can identify when it is appropriate to count and when groups can be subitised.</p>
Cardinality, ordinality and counting	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers. Count objects, actions and sounds.</p>	<p>I can relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set.</p> <p>I develop my knowledge of the counting sequence,</p>	<p>I am developing verbal counting to 20 and beyond.</p> <p>I am developing object counting skills, using a range of strategies to develop accuracy.</p> <p>I am continuing to link counting to</p>	<p>I am continuing to develop verbal counting to 20 and beyond, including counting from different starting numbers.</p> <p>I am developing confidence and accuracy in both</p>

	<p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>including through rhyme and song.</p> <p>I develop 1:1 correspondence, including by coordinating movement and counting.</p> <p>I develop an understanding that anything can be counted, including actions and sounds.</p> <p>I can explore a range of strategies which support accurate counting.</p> <p>I continue to develop my counting skills.</p> <p>I explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</p> <p>I can count beyond 5.</p> <p>I am beginning to recognise numerals, relating these to quantities I can subitise and count.</p>	<p>cardinality, including using my fingers to represent quantities between 5 and 10.</p> <p>I can order numbers, linking cardinal and ordinal representations of number.</p> <p>I am continuing to consolidate my understanding of cardinality, working with larger numbers within 10.</p> <p>I am becoming more familiar with the counting pattern beyond 20.</p>	<p>verbal and object counting.</p>
Composition	<p>Explore the composition of numbers to 10.</p>	<p>I can see that all numbers can be made of 1s.</p> <p>I can compose my own collections within 4.</p> <p>I can explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and</p>	<p>I am continuing to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5.</p> <p>I can explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.</p>	<p>I explore the composition of 10.</p>

		<p>some of which cannot.</p> <p>I can explore the composition of numbers within 5.</p>	<p>I am beginning to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>I can explore the composition of odd and even numbers, looking at the 'shape' of these numbers.</p> <p>I am beginning to link even numbers to doubles.</p> <p>I am beginning to explore the composition of numbers within 10.</p>	
Comparison	Understand the 'one more than/one less than' relationship between consecutive numbers.	<p>I understand that sets can be compared according to a range of attributes, including by their numerosity.</p> <p>I use the language of comparison, including 'more than' and 'fewer than'.</p> <p>I can compare sets 'just by looking'.</p> <p>I can compare sets using a variety of strategies, including 'just by looking', by subitising and by matching.</p> <p>I can compare sets by matching, seeing that when</p>	<p>I am continuing to compare sets using the language of comparison, and play games which involve comparing sets.</p> <p>I am continuing to compare sets by matching, identifying when sets are equal.</p> <p>I am exploring ways of making unequal sets equal.</p> <p>I can compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	I can order sets of objects, linking this to my understanding of the ordinal number system.

		every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.		
Shape	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>	<p>I can find a simple shape when asked.</p> <p>I can build with a variety of construction.</p> <p>I can select blocks to build a structure.</p> <p>I can begin to copy a simple 2D pattern I can build with 3D shapes.</p> <p>I can name common 2D shapes.</p> <p>I am beginning to make pictures with shapes.</p> <p>I can make patterns with several sided shapes.</p> <p>I can begin to recognise shapes in my environment.</p> <p>I am beginning to continue and replicate patterns (2 step and some 3 step).</p> <p>I am enjoying exploring patterns</p>	<p>I can build and then come back and restructure with additions the next day.</p> <p>I can complete a complex puzzle</p> <p>I can name 3D shapes.</p> <p>I can describe the properties of 2D shapes – sides, corners, curved, straight.</p> <p>I can find a 2D shape in the environment.</p> <p>I can find a 3D shape in the environment.</p> <p>I can make an independent simple repeating pattern and challenge my friend to complete it.</p> <p>I am replicating patterns (2 step, 3 step and some 4 step).</p>	<p>I can name 2D shapes including pentagons, hexagons and octagons.</p> <p>I can describe the properties of 3D shapes – curved, flat, face</p> <p>I can add to my 2D shape picture by exploring the combining of shapes to make new ones.</p> <p>I can easily see a mistake in a pattern and correct it.</p> <p>I enjoy making patterns and challenging myself to improve the complexity.</p>

	<p>Compare length, weight and capacity.</p> <p>I am familiar with a clock face</p>	<p>I can use the words long and short.</p> <p>I can use the words heavy and light.</p> <p>I can use the words full and empty.</p>	<p>I am beginning to see mistakes in a pattern.</p> <p>I can tell you if it is longer or shorter than a pencil.</p> <p>I can order two things according to length.</p> <p>I can order two things according to weight.</p> <p>I can order two things saying which will hold the most.</p>	<p>I can order three or more things according to length.</p> <p>I can order three or more things according to weight.</p> <p>I can order three or more things saying which will hold the most.</p> <p>I am exploring scales for balance purposes.</p> <p>I can measure short periods of time</p>
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Understanding the World				
	By the end of Reception children will have learnt:	Autumn	Spring	Summer
History	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar</p>	<p>I can draw my family.</p> <p>I can tell you who each person I have drawn is.</p> <p>I can share a family photo that is a happy memory and begin to talk about it.</p> <p>I know who I can ask to help me in school.</p> <p>I can explore old artefacts.</p>	<p>I can draw a picture of my family and tell you about each person.</p> <p>I can share something from home to tell you more about my family.</p> <p>I know the name of the head teacher and what they do.</p>	<p>I can tell you what my family likes and dislikes.</p> <p>I can tell you what they do when I'm at school.</p> <p>I can answer questions about my family life.</p> <p>I know lots of members of staff and I can tell you their name and role.</p> <p>I can tell you what people in our community do to help us.</p> <p>I can explore old artefacts and tell</p>

	<p>situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>I am beginning to listen and learn traditional stories from the past. Christmas story, fairy tales.</p> <p>I know that Guy Fawkes was a person in the past and he lived in England.</p>	<p>I can tell you 'this is old' or 'this is new'.</p> <p>I can tell you if a character in a story is old.</p> <p>I can tell you if this story is about the past.</p> <p>I can tell you a fairy tale.</p>	<p>you how I know it is old.</p> <p>I can tell you about the present.</p> <p>I can tell you a story from the past.</p> <p>I can tell you about a significant person from the past.</p> <p>I can tell you the theme/moral from a fairy tale.</p>
Geography	<p>Draw/ take information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>I can show you a map.</p> <p>I can make a treasure map with X marking the treasure spot.</p> <p>I can tell the building is a church.</p> <p>I can tell you where I live – town and country.</p> <p>I can tell you about where I live, my home style and favourite thing to do here.</p>	<p>I can explore a simple map.</p> <p>I can point to features on a simple map.</p> <p>I can identify different places of worship when looking at photographs.</p> <p>I can tell you what places of worship are near our school.</p> <p>I am beginning to know about people around the world.</p> <p>I can tell you about a place in the world I would like to go and why.</p> <p>I can ask questions about different places.</p>	<p>I can explore a google map of our school.</p> <p>I can look at a local street or railway map and explore our area.</p> <p>I can create my own map using key features.</p> <p>I can tell you it's a church, synagogue, Mosque, Gurudwara.</p> <p>I can talk about differences between our country and other countries.</p> <p>I can ask questions about different places.</p>

		I can ask questions about different places.		
RE	Recognise that people have different beliefs and celebrate special times in different ways.	<p>I can take part in religious worship (Harvest, Christingle)</p> <p>I can listen to people from different religions and cultures with interest.</p> <p>I can tell you what my family celebrate.</p>	<p>I can talk about my beliefs and celebrations.</p> <p>I know about the Easter story.</p>	<p>I can tell you characteristics of other religions and cultures.</p> <p>I can ask a visitor questions about different religions and cultures.</p> <p>I can tell you about someone else and what they believe and celebrate.</p> <p>I celebrate differences with a positive attitude.</p> <p>I can explore a celebration of a different kind and tell you what I liked.</p> <p>I can tell you a traditional tale from another culture.</p>
Science	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>I can play outdoors.</p> <p>I can observe the natural world outside my classroom.</p> <p>I am beginning to use descriptive words to describe what I see outdoors.</p> <p>I know that sight is a sense.</p> <p>I can identify a plant.</p> <p>I can identify an animal.</p>	<p>I can explore my outdoor environment.</p> <p>I can use my senses to explore the natural world.</p> <p>I observe growth.</p> <p>I can say animal names and explain how I know what animal it is.</p> <p>I observe life cycles.</p> <p>I know that taste is a sense</p> <p>I know that smell is a sense.</p>	<p>I can explore my outdoors to experience changes, weather and physical challenges.</p> <p>I can tell you familiar plants and name them.</p> <p>I can name parts of a plant.</p> <p>I can say bird names familiar to my outdoors.</p> <p>I know that hear is a sense.</p> <p>I know that touch is a sense.</p>

	<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>I can tell you I live in a town.</p> <p>I can talk about the weather.</p> <p>I can tell you if I need a coat.</p> <p>I observe changes in weather.</p> <p>I can talk about Autumn and winter.</p> <p>Children ask simple questions.</p>	<p>I can tell you where I live and describe its features.</p> <p>I am beginning to learn about the seasons and name them.</p> <p>I observe changes in weather and can talk about them.</p> <p>I can talk about Spring and explain its features.</p> <p>Children ask questions.</p>	<p>I can tell you about the countryside and why it might be different to where I live.</p> <p>I can tell you about spring and explain its features.</p> <p>I can tell you about summer and compare it to the other seasons.</p> <p>I can talk about the weather and how it affects me.</p> <p>I can sort materials according to their properties.</p> <p>I can tell you about winter and explain its features.</p> <p>Children ask simple questions.</p>
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Expressive Arts and Design				
	By the end of Reception children will have learnt:	Autumn	Spring	Summer
Art	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>I can mix colours and know the colour I want to create.</p> <p>I am beginning to create my own independent creations.</p>	<p>I can mix colours and add white or black correctly to get the colour I want.</p> <p>I can create my own independent creations.</p> <p>I can mix paint that is the correct consistency.</p>	<p>I can mix colours for particular purposes.</p> <p>I can create creations over a few days.</p> <p>I can observe my creation and make changes.</p> <p>I create creations in a team.</p>
Music/ performance	Listen attentively, move to and talk about music,	I can choose a song I like to dance to.	I can move my body in a variety of	I like to listen to different styles of music.

	<p>expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can watch a simple performance.</p> <p>I can sing on my own.</p> <p>I can sing in a group.</p> <p>I can pretend play.</p> <p>I can engage in music making.</p> <p>I can explore music.</p> <p>I can dance along.</p>	<p>ways to a song I like.</p> <p>I can listen to a variety of music.</p> <p>I can watch a performance with enjoyment.</p> <p>I can tell you if I like a show I've watched.</p> <p>I can sing on my own tune.</p> <p>I can sing in a group making it sound nice.</p> <p>I can play imaginatively as part of a group.</p> <p>I can do a simple performance.</p> <p>I can engage in music and follow a story map creating a musical accompaniment.</p>	<p>I can tell you about the show I watched and discuss it.</p> <p>I can use enhancements to extend my pretend play.</p> <p>I can create or ask for enhancements to extend my imaginative play.</p> <p>I can perform in a performance.</p> <p>I can dance in a sequence of learnt moves.</p>
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