



The Newlands Federation of Schools

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Communication and Language (Links to Reading, Writing and Phonics)

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Communication and Language	<p>Enjoy listening to stories</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Sing some simple songs that are familiar to them</p> <p>Know some rhymes</p> <p>Be able to talk about familiar books</p> <p>Be able to tell a simple story</p> <p>Use longer sentences of four to six words.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes</p> <p>Be able to tell a long story.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>

Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important</p> <p>Begin to learn new vocabulary</p> <p>Begin to ask questions to find out more</p> <p>Engage in story times</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</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>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Listen attentively in whole class discussions and small group interactions</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Initiate conversations with adults and peers</p> <p>Speak clearly in front of others with increasing confidence</p> <p>Use longer sentences when speaking</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use new vocabulary in different contexts</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Learn to recite rhymes, poems and songs.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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>Express their ideas and feelings about their experiences using full sentences</p> <p>Use past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
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Personal, Social and Emotional (Links to PSHE and RE)

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Self- Regulation	<ul style="list-style-type: none"> To separate from main carer and learn to adapt to environment. To learn about daily routines and classroom rules. To begin to be aware of behavioural expectations. 	<ul style="list-style-type: none"> To learn how to share resources and play in a group setting To take turns and wait their turn patiently To show independence in accessing and exploring the learning environment 	<ul style="list-style-type: none"> To be able to initiate play with peers To keep play going by giving ideas in supported activities. To know and understand what is appropriate in the learning environment. Show more confidence in social situations.
Managing Self	<ul style="list-style-type: none"> To know they can approach adults when needed To know how to adapt behaviour to suit classroom routines To show confidence in asking adults for support 	<ul style="list-style-type: none"> To know how to manage their emotions in different situations To begin to manage toileting with minimal support. To know about different feelings and be able to talk about them. 	<ul style="list-style-type: none"> To be able to put on own coat To be able to use the toilet with adult support sometimes. Remembering rules without adult support Show more confidence in social situations
Building Relationships	<ul style="list-style-type: none"> To know they can approach adults when needed Understanding how others might be feeling 	<ul style="list-style-type: none"> To know that when playing in a group they need to share To know that to share a toy we need to take turns To talk with others to find solutions to conflict 	<ul style="list-style-type: none"> To know they can approach adults when needed To know that to play together you should take turns and share.

Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Self-Regulation	<p>To join in with whole group activities</p> <p>To learn about important dates and events in their lives.</p> <p>To begin to know the adults around them and ask for help when they need it</p> <p>To begin to talk about their emotions and label how they feel and how others might feel with adult support</p> <p>To know what is appropriate behaviour in the learning environment</p> <p>To be able to play alongside others.</p> <p>To listen to stories about behaviour and characters</p> <p>Adult to model, plan, do, review</p>	<p>To be able to talk about making good choices and consequences</p> <p>To listen with respect to other children sharing their learning and talking about special events.</p> <p>To be able talk about the effect my behaviour has on others.</p> <p>To know how to manage their emotions in different situations</p> <p>To be able to acknowledge when things don't go well and recover if they do.</p> <p>To talk about the behaviours and characters in stories</p> <p>To begin to plan and do in the learning environment</p>	<p>To make independent choices about their learning.</p> <p>To be able to talk about the relationships they have at home with family and friends.</p> <p>To be able to wait for what they need and want.</p> <p>To be able to talk about strategies which they find helpful</p> <p>To be able to moderate their behaviour when they are cross and angry.</p> <p>To comment on feelings and perspectives of characters in stories.</p> <p>To be able to set own goals and reflect on their learning</p>
Managing Self	<p>To settle into a new routine and into a new Learning environment</p> <p>To become familiar with class routines</p> <p>Being able to express feelings and emotions</p> <p>To be able to manage their belongings and self-care with adult support</p> <p>Can follow instructions with support</p>	<p>Manages transitions between home and school and settles back into the routine following school breaks.</p> <p>Will follow class routines with some reminders</p> <p>Begin to understand some strategies to manage their emotions.</p> <p>To begin to manage their belongings and self-care with minimal adult support.</p> <p>Following instructions with minimal support</p>	<p>To be able to follow school and class rules independently and be able to talk about it.</p> <p>Follows class routines and rules</p> <p>Being able to recognise and respond to the feelings of others.</p> <p>To be independent when managing getting changed and self-care</p> <p>Can give reasons for choices</p>

		To be able to wash hands without reminders and talk about why we need to wash hands.	To be able to talk about making healthy choices
Building Relationships	<p>To describe and show friendly behaviour</p> <p>To describe how to be a friend</p> <p>To understand how to be a good friend.</p> <p>To initiate play and allow peers to join in.</p> <p>To be able to play with one or more children</p>	<p>To be able to play in a group -extending and supporting play ideas</p> <p>To be able to talk about the relationships they have at home with family and friends.</p> <p>To play in a social group: leading, following and supporting others in a game.</p>	<p>To learn about important dates and events in their lives.</p> <p>To take part in festivals in the school community</p> <p>To make choices about their friendships</p> <p>To have a preferred social group of peers or special friendships.</p> <p>To know that when playing in a group they need to share and that they will take a turn.</p> <p>To show sensitivity to their own and to others' needs</p>
RSE	<p>Personal hygiene and the importance of hand washing</p> <p>Giving and cooperating in relationships with friends peers and adults</p> <p>To know and use courtesy and manners -to say please and thank you, you're welcome, after you</p>	<p>Recognising their emotions</p> <p>How people choose and make friends</p> <p>Our family and friends help us feel happy and secure</p> <p>Understanding how to get help when they need it</p> <p>Knowing they can say 'Stop' to others</p> <p>To know and express when they are feeling well or unwell</p> <p>To know and talk about healthy diet and healthy choices and lifestyles</p> <p>To know and talk about dental health and good oral hygiene</p>	<p>To know how our families give us love and security</p> <p>To know the importance of spending time with people who love us</p> <p>Recognising who to trust</p> <p>Recognising there are similarities and differences between us.</p> <p>Talking about our emotions in different situations.</p>



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Physical Development (Links to Physical Education, Mathematics, PSHE, RSE, Writing)

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
	<p>Walk, run, climb and jump</p> <p>Uses stairs independently - Go up steps using alternate feet</p> <p>Sit on a wheeled toy use a scooter or ride a tricycle</p> <p>Develop manipulation and control</p> <p>Build independently with a range of appropriate resources</p> <p>Fit themselves into spaces such as dens and tunnels</p> <p>Enjoy starting to kick throw and catch balls</p> <p>Skip, hop and pose for a game like musical statues</p>	<p>Walk, run, climb and jump</p> <p>Are able to remember sequences and patterns of movements which are related to music and rhythm</p> <p>Continue to develop their movement balancing and riding</p> <p>Ball skills are developing</p> <p>Match their developing physical skill to tasks and activities in the setting for example they decide whether to crawl walk or run across a plank</p> <p>Explore different materials and tools</p> <p>Use large and small motor skills to do things independently for example manage buttons and zips and shoes</p>	<p>Walk, run, climb and jump</p> <p>Are able to remember sequences and patterns of movements which are related to music and rhythm</p> <p>Continue to develop their movement balancing and riding</p> <p>Ball skills are developing</p> <p>Match their developing physical skill to tasks and activities in the setting for example they decide whether to crawl walk or run across a plank</p> <p>Explore different materials and tools</p> <p>Use large and small motor skills to do things independently for example manage buttons and zips and shoes</p>

	<p>Use large muscle movements to wave flags, sweep, paint or make marks</p> <p>Match their developing physical skill to tasks and activities in the setting for example they decide whether to crawl walk or run across a plank Explore different materials and tools</p> <p>Use large and small motor skills to do things independently for example manage buttons and zips and shoes</p> <p>Show an increasing desire to be independent such as trying to dress themselves and encourage children who try.</p> <p>Learn to use the toilet with help and then independently</p> <p>Clap and stamp to music</p> <p>Palm grip</p> <p>Uses single fingers</p>	<p>Show an increasing desire to be independent such as trying to dress themselves and encourage children who try.</p> <p>Learn to use the toilet with help and then independently Uses thumb and fingers to pinch</p> <p>Begins to hold writing tools with tripod pencil grip</p> <p>Uses two hands to open and close scissors</p> <p>Shows control in holding and poring and using tools Use whole arm movements</p> <p>Can use shoulders to push up body</p>	<p>Show an increasing desire to be independent such as trying to dress themselves and encourage children who try.</p> <p>Learn to use the toilet with help and then independently Use shoulders for body strength</p> <p>Can sit on a chair</p> <p>Hold pen or crayon begins to use three fingers with a tripod grip</p> <p>Apply appropriate pressure when playing eg: with dough</p>
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Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Gross Motor Skills	<p>Continue to develop their movement balancing, riding and ball skills</p> <p>Go upstairs, alternate feet</p> <p>Skip hop and stand on one leg-hold a pose for a game</p> <p>Use large muscle movements to wave flags, sweep, paint or make marks</p> <p>Start taking part in some group activities either self-chosen or in teams</p> <p>Are increasingly able to remember sequences and patterns of movements which are related to music and rhythm</p> <p>Chose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items such as planks and large blocks</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress to a more fluent style of moving with developing control and grace</p> <p>Develop overall body strength co-ordination balance agility needed to engage with future physical disciplines and PE sessions including dance gymnastics sport and swimming.</p> <p>Combine movements with ease and fluency Confidently and safely use a range of small and large apparatus indoors and outside alone and in a group.</p> <p>Develop and refine ball skills including throwing catching kicking passing batting aiming</p> <p>Develop confidence competence precision and accuracy when using a ball and equipment</p> <p>Able to safely move equipment</p> <p>Cross the midline point</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>Progress to a more fluent style of moving with developing control and grace</p> <p>Develop overall body strength co-ordination balance agility needed to engage with future physical disciplines and PE sessions including dance gymnastics sport and swimming.</p> <p>Combine movements with ease and fluency</p> <p>Confidently and safely use a range of small and large apparatus indoors and outside alone and in a group.</p> <p>Develop and refine ball skills including throwing catching kicking passing batting aiming</p> <p>Develop confidence competence precision and accuracy when using a ball and equipment</p> <p>Able to safely move equipment</p> <p>Cross the midline point</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p>Fine Motor Skills</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Begin to use tools competently and safely e.g. pencils, paintbrushes, scissors, cutlery</p> <p>Show a preference for a dominant hand</p> <p>Use scissors effectively to make snips in paper</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> <p>Use scissors to cut along a line</p> <p>Develop a handwriting style</p>	<p>Develop a handwriting style</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Safely use a range of small tools, including scissors, paintbrushes and cutlery competently and with confidence</p> <p>Begin to show accuracy and care when drawing.</p>
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Expressive arts and design - Creating with Materials- Being Imaginative and Expressive (Links to Art, DT, Music, Writing)

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Creating with Materials	<p>Explores paint with fingers and begins to use tools as well as brushes and hands Starts to make marks intentionally</p> <p>Makes simple models which express their ideas</p> <p>Draws with increasing complexity including features such as face with a circle and including details.</p>	<p>Join different materials</p> <p>Explore different textures.</p> <p>Develop own ideas.</p> <p>Decide which materials to use.</p>	<p>Notice patterns with strong contrasts</p> <p>Manipulate and play with different materials</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Show different emotions in their drawing</p>
Being Imaginative and Expressive	<p>Respond to what they have heard -eg music -expressing their thoughts and feelings.</p> <p>Sing songs and explore instruments</p> <p>Explore movement and rhythm through body percussion</p>	<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard</p> <p>Remember whole songs</p> <p>Sing the pitch of a tone sung by another person-pitch match</p> <p>Sing the melodic shape of a song such as up and down of familiar songs</p>	<p>Sing known songs and a range of well-known nursery rhymes, songs, poems and stories.</p> <p>Create their own songs or improvise a song from a known one</p> <p>Try to move in time with the music</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	<i>Summer</i>
Creating with Materials	<p>Explore materials freely in order to develop ideas about how to use them and what to make</p> <p>Create closed shapes with continuous lines. Use these shapes to represent objects</p> <p>Draw with increasing complexity and detail such as adding extra feature details to figure drawing</p> <p>Explore colour and colour mixing.</p>	<p>Explore refine and use a range of artistic affects to express their ideas and feelings</p> <p>Create collaboratively sharing resources ideas and skills</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p>	<p>Safely use and explore a variety of materials tools and techniques experimenting with colour design texture form and function</p> <p>Share their creations explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>Explore and engage in music making and dance or performing solo or in groups</p> <p>Respond to what they have heard expressing their thoughts and feelings</p> <p>Sing songs matching pitch and melody</p> <p>Develop story lines in their pretend play</p>	<p>Listen attentively- Move to and talk about music expressing their feelings and responses.</p> <p>Sing songs and add actions in time with the music</p> <p>Sing call and response songs in a group</p>	<p>Invent and adapt recount or narratives and stories with peers or adult</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

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Understanding the world -Past and present -People culture and communities -The natural world (Links to Science, Geography, History, PSHE and RE).

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Past and Present	<p>Develop positive attitudes about differences between people</p> <p>Make connections between the features of their family and other families</p> <p>Notice differences between people Begin to make sense of their own life story and family</p> <p>Shows curiosity about the world by asking questions</p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Know there are differences between people</p> <p>Begin to make sense of their life story</p> <p>Shows curiosity about the world by asking questions</p>	<p>Can talk about different people in story books noticing factors such as age or job roles: fire fighter, police officer</p> <p>Can talk about how they have changed – baby, toddler</p> <p>Use daily routines to talk about chronology</p> <p>Shows curiosity about the world by asking questions</p>
People, Culture and Communities	<p>Discuss routes and locations using words like 'in front of' and 'behind' to describe position</p> <p>Describe a familiar route</p>	<p>Know that there are different countries in the world and talk about the differences they have seen or experienced or seen in photos.</p> <p>Understand position through words eg: 'under' 'on top' 'next to' 'behind'</p>	<p>Know that there are different countries in the world and talk about the differences they have seen or experienced or seen in photos.</p> <p>Discuss routes and locations using words like in front of behind</p> <p>Use language to describe locations such as woods, beach, street, jungle</p>
The Natural World	<p>Shows curiosity about the world by asking questions</p>	<p>Shows curiosity about the world by asking questions</p>	<p>Shows curiosity about the world by asking questions</p>

	<p>Uses their senses in hands on exploration. Repeat actions that have an effect. Explore materials with different properties Explore natural materials indoors and outdoors</p> <p>Explore and respond to natural phenomena in their environment</p> <p>Explore collections of materials with similar and /or different properties.</p> <p>Explore how things work</p> <p>Explore and talk about forces they can feel</p> <p>Talk about the differences between materials and changes they notice</p>	<p>Explore all their senses in hands on exploration of natural materials</p> <p>Talk about what they see developing vocabulary</p> <p>Explore and respond to natural phenomena in their environment</p> <p>Explore collections of materials with similar and /or different properties.</p> <p>Explore how things work</p> <p>Explore and talk about forces they can feel Talk about the differences between materials and changes they notice</p>	<p>Uses their senses in hands on exploration.</p> <p>Talk about what they see using a wide vocabulary Plant seeds and Care for growing plants</p> <p>Explore collections of materials with similar and /or different properties.</p> <p>Can talk about features of life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
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Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	<i>Summer</i>
People, Culture and Communities	<p>Describe a familiar route</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Discuss routes and locations-describe a familiar route</p> <p>Draw information from a simple map</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Show interest in different occupations</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw, read and recognise simple features on a map</p> <p>Recognise some differences and similarities between life in this country and life in other countries</p> <p>Recognises differences of life in other countries from stories non-fiction texts</p> <p>Talk about the lives of people around them</p> <p>Talk about people who have different roles in society</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Describe environments using knowledge from Stories, books and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories non-fiction texts and maps.</p> <p>Recognises differences and places in the world and features from a map</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps</p>
Past and present	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p>

	<p>Make sense of their own life story and family's history</p>	<p>Make sense of their own life story and family's history</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>The Natural World</p>	<p>Shows curiosity about the world by asking questions</p> <p>Explore the natural world around them</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Shows curiosity about the world by asking questions</p> <p>Explore the natural world around them</p> <p>Describe what they see hear and feel</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore the natural world around them making observations and drawing pictures of animals and plants</p> <p>Talk about what they see using a wide vocabulary</p> <p>Plant seeds and care for growing plants</p> <p>Explore collections of materials with similar and /or different properties.</p> <p>Understand the key features of life cycle of a plant and an animal</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



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Maths -Number -Numerical patterns (Links to Mathematics, Science, DT)

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Aspect	Autumn	Spring	Summer
Number	<p>Fast recognition of up to 3 objects</p> <p>Show an interest in sorting and exploring natural and similar objects</p> <p>Take part in finger rhymes with numbers</p> <p>Notice changes in a group of up to three items</p> <p>Show finger numbers up to 3</p> <p>Beginning to notice numerals as numbers</p> <p>Fast recognition of up to three objects without having to count them -subitising</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Counting-like behaviour such as making sounds pointing or saying some names in sequence.</p> <p>Count in everyday contexts sometimes skipping numbers</p> <p>Show finger numbers up to 5</p> <p>Recite numbers to 5</p> <p>Show fingers up to 5</p> <p>Beginning to link numbers to numerals up to 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p>	<p>Talk about shapes and use informal language eg sides, round, straight</p> <p>Counting behaviour such as making sounds pointing or saying some names in sequence.</p> <p>Count in everyday contexts sometimes skipping numbers</p> <p>Compare amounts saying lots or more or same</p> <p>Show finger numbers up to 5</p> <p>Recite numbers past 5</p> <p>Subitising up to 5</p> <p>Show fingers up to 5</p> <p>Beginning to link numbers to numerals up to 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Begin to understand position through words alone-"the bag is under the table" without pointing</p>

Numerical Pattern	<p>Talks about and identifies patterns around them -stripes spots</p> <p>Arranges things in patterns</p> <p>Extend and create A-B-A-B patterns</p> <p>Combine objects like blocks</p> <p>Complete inset puzzles</p> <p>Compare sizes using gesture and language</p>	<p>Compare quantities using language 'more than' 'fewer than'</p> <p>Combine shapes to make a new one an arch or a bigger shape</p> <p>Make comparisons between objects</p> <p>Build with a range of resources</p> <p>Explore filling containers or squeezing into different spaces</p>	<p>Notices patterns and can arrange things in patterns</p> <p>React to a change and notice/correct an error in a repeating pattern.</p> <p>Combine shapes to make new ones</p> <p>Compare objects by size and length-weight and capacity</p> <p>Talk about shapes using informal and mathematical language such as sides corner straight flat and round</p>

Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Number	<p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5,</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Show finger numbers up to 5</p> <p>Link numerals and amounts</p> <p>Solve real maths problems with numbers up to 5</p> <p>Begins to describe a sequence of events using words such as 'first' 'next' 'then'</p> <p>Compare quantities using language such as 'more than' 'fewer than'</p> <p>Fast recognition of up to five objects without counting (subitising)</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are (cardinality)</p>	<p>Counts objects and actions and sounds</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Understand one more /one less than relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10 Automatically recall number bonds 0-10</p>	<p>Have a deep understanding of numbers to 10 and the composition of each number</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10</p> <p>Know some subtraction facts to 10</p> <p>Know some double facts up to 10</p> <p>Verbally count beyond 20 Beginning to recognise the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts recognising when one is 'greater than' 'less than' or 'the same'</p> <p>Explore and represent patterns within numbers to 10 including evens and odd numbers, double facts and sharing equally within numbers to 10</p>
Numerical Pattern	<p>Talks about and identifies patterns around them</p> <p>Talk about sequences</p> <p>Understands position through words alone</p>	<p>Select rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Continue and copy and create repeating patterns-with more than two elements</p>	<p>Talk about and explore 2 and 3 D shape using informal mathematical language such as sides, corners, straight, flat and round.</p> <p>Begin to use some mathematical terms and is able to name more complex 2D shapes</p>

	<p>Sorts naturally</p> <p>Create A-B-A-B patterns</p> <p>Continue a repeating pattern</p> <p>Describe a familiar route using words like 'in front of' and 'behind'</p> <p>Make comparisons between objects relating to size, length weight and capacity</p> <p>Combine shapes to make new ones Select shapes appropriately eg flat surface for building or a triangular prism for the roof</p>	<p>Compose and decompose shapes so that children recognise other shapes within it just as numbers can</p> <p>Can name some 2d shapes</p> <p>Compare length weight and capacity</p> <p>Talk about and explore 2 and 3 D shape using informal mathematical language such as sides, corners, straight, flat and round.</p>	<p>Recognises the differences and can name irregular shapes eg: a triangle has three straight sides, different sized rectangles are still a rectangle with two shorter sides the same size and two longer sides are the same size</p> <p>Use shapes appropriately when building and can combine shapes to make new ones.</p> <p>Can draw and follow routes, plans and maps</p> <p>Compare length weight and capacity</p>
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The Newlands Federation of Schools

A partnership of Shere CE Infant & Clandon CE Primary School

play | games | dialogue | stories | nature



Literacy – Writing

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Writing	<p>Make whole arm movements</p> <p>Hold pen or crayon using palm grip and makes marks</p> <p>Show control in holding and using equipment</p> <p>Use two hands to open and close scissors.</p> <p>Copy lines</p> <p>Draws circles showing preference for a dominant hand</p> <p>Enjoy drawing freely</p> <p>Add some marks to their drawings which give meaning</p> <p>Make some marks on their picture to stand for their name</p>	<p>Make large arm movement</p> <p>Pick up small objects with thumb and finger</p> <p>Begin to use three fingers tripod grip</p> <p>Show control in holding and using equipment</p> <p>Explores sensory experiences of making marks</p> <p>Make some marks on their picture to stand for their name</p> <p>Enjoy drawing freely</p> <p>Use some of their letter and print knowledge in their early writing e.g shopping lists write 'm' for mummy</p>	<p>Use shoulders for body strength</p> <p>Can sit on a chair</p> <p>Hold pen or crayon begins to use three fingers with a tripod grip</p> <p>Apply appropriate pressure when playing eg: with dough</p> <p>Make some marks on their picture to stand for their name</p> <p>Write some or all of their name</p> <p>Write some letter shapes</p> <p>Enjoy drawing freely</p> <p>Use some of their letter and print knowledge in their early writing e.g shopping lists write 'm' for mummy</p>

Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	<i>Summer</i>
Writing	<p>Make some marks on their picture to stand for their name</p> <p>Write some or all of their name</p> <p>Follow writing patterns</p> <p>Use the writing mnemonic to help them form the letter shapes.</p> <p>Begin to form letter shapes paying attention to size and form</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Begin to use sounds and then writing the sound with letters</p> <p>Write words using the sounds they have learned</p> <p>Form lower case and capital letters correctly</p>	<p>Write some or all of their name</p> <p>Begin to form clearer and smaller letter shapes</p> <p>Begin to use sounds and then writing the sound with letters</p> <p>Spell words by identifying the sounds and writing the sound with letter or letters</p> <p>Write labels and short sentences with words with known sound- letter correspondences.</p> <p>Use capital letter and a full stop. Form lower case and capital letters correctly</p> <p>Re read what they have written to check it makes sense</p>	<p>Spell words by identifying the sounds and writing the sound with letter or letters</p> <p>Begin to form clearer and smaller letter shapes paying attention to letter size and sitting the letter on the line.</p> <p>Write labels and short sentences with words with known sound -letter correspondences using a capital letter and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Write recognisable letters most of which are correctly formed</p> <p>Spell words by identifying the sounds and writing the sound with letter or letters</p> <p>Re read what they have written to check it makes sense</p>

Rising Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	<i>Summer</i>
Word Reading and comprehension	<p>Enjoy sharing books with an adult</p> <p>Pay attention and responds to the pictures or the words</p> <p>Repeat words and phrases from familiar stories</p> <p>Ask questions about the book</p> <p>Makes comments and shares own ideas</p> <p>Develop play around favourite stories using props</p> <p>Listen to simple stories and understands what is happening</p> <p>Use pictures to support understanding</p> <p>Understands the five key concepts about print: Print has meaning The names of the different parts of a book Print can have different purposes Page sequencing We read English text from left to right and top to bottom</p>	<p>Enjoy sharing books with an adult</p> <p>Pay attention and responds to the pictures or the words</p> <p>Repeat words and phrases from familiar stories</p> <p>Ask questions about the book</p> <p>Makes comments and shares own ideas</p> <p>Develop play around favourite stories using props</p> <p>Listen to simple stories and understands what is happening</p> <p>Use pictures to support understanding</p> <p>Understands the five key concepts about print: Print has meaning The names of the different parts of a book Print can have different purposes Page sequencing We read English text from left to right and top to bottom</p>	<p>Enjoy sharing books with an adult</p> <p>Pay attention and responds to the pictures or the words</p> <p>Repeat words and phrases from familiar stories</p> <p>Ask questions about the book</p> <p>Makes comments and shares own ideas</p> <p>Develop play around favourite stories using props</p> <p>Listen to simple stories and understands what is happening</p> <p>Use pictures to support understanding</p> <p>Understands the five key concepts about print: Print has meaning The names of the different parts of a book Print can have different purposes Page sequencing We read English text from left to right and top to bottom</p> <p>Engage in conversations about stories</p> <p>Learn new vocabulary</p>

	Engage in conversations about stories Learn new vocabulary Enjoy listening to longer stories and can remember much of what happens.	Engage in conversations about stories Learn new vocabulary Enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens. Chooses to look at books independently in free play
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Reception Key Knowledge and Skills Expectations

Aspect	Autumn	Spring	Summer
Word Reading and comprehension	<p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> Spot and suggest rhymes Count and clap syllables in a word Recognise words with the same initial sound Engage in conversation about stories including new vocabulary Understand the 5 key concepts about print : <ul style="list-style-type: none"> Print has meaning Print can have different purposes We read English from left to right top to bottom The names of different parts of a book Page sequencing 	<p>Blend sounds into words so that they can read short words made up of known letter sounds correspondences</p> <p>Read some letter groups that each on represent one sound -grapheme/digraph /trigraph</p> <p>Read some common exception words</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences and a few common exception words</p> <p>Develop their confidence in word reading fluency and understanding</p> <p>Support reading stories and texts for enjoyment</p> <p>Scribe and act out stories</p> <p>Make and use Story maps</p> <p>Recount familiar and traditional tales texts</p>	<p>Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some exception words</p> <p>Use and understand recently introduces vocabulary during discussions about stories and non-fiction</p> <p>Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems and in role play</p> <p>Anticipate key events in stories</p> <p>Demonstrate an understanding of what has been said to them by retelling stories and narratives using their own words and recently introduced words and vocabulary</p> <p>Support reading stories and texts for enjoyment</p> <p>Scribe and act out stories</p>

	<p>Blend sounds into words so that they can read short words made up of known letter sounds correspondences</p> <p>Read individual letters by saying the sounds for them</p> <p>Recount familiar texts</p>	<p>Learn and say simple poems</p>	<p>Make and use Story maps</p> <p>Recount familiar and traditional tales texts</p> <p>Learn and say simple poems</p> <p>Re read what they have written to check it makes sense</p>
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