

PSED

- To learn how to share resources and play in a group
- To learn to look after resources within the class
- To listen to and follow rules set
- To take turns while playing and wait patiently to have a turn
- To know how to manage their emotions in different situations
- To know that there are boundaries set
- To know about different feelings and be able to talk about them during circle time 'happy' 'sad' 'angry' 'worried'
- To know that we must respect our resources and put them back when we have finished with them
- To know that when playing in a group they need to share and also that they will get a turn
- To learn right from wrong
- To understand how to make the right choices and the consequences of not making the right ones
- To be able to talk about why a character has made a poor choice and what the consequences are
- To be able to talk about how a character could have made a better choice
- To understand what resilience is and to use resilience in their everyday lives and learning
- Recognising why rules are necessary

Physical Development

- To learn about different fine motor activities – threading, cutting, using tools, holding a pencil, mark making, dough disco
- To mark make in sensory trays and also copy different patterns
 - To mark make using a comfortable grip when using pencils and pens
 - To move in different ways – climbing running, jumping in order to develop gross motor skills
 - To hold jugs and containers confidently and pour from one container to the other
 - To know what the different tools in the Nursery are and how to use them – scissors, mallets, hammers, pencils
 - To know that they need to use tools in a dominant hand
 - To be able to fill containers with different materials – sand, water and to show confidence in carrying them from one point to another without dropping
 - To know how to use the outdoor climbing frame as well as the scooters and bikes to move in different ways and safely
 - To be able to balance and coordinate safely
 - To negotiate space effectively.
 - To know how to use scissors effectively
 - To know how to make anticlockwise movement and retrace vertical lines.
 - To know how to use the trim trail safely.
 - To know how to use scissors effectively.
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Maths

- To count out a group of up to 10 objects
- One more/less using a number line
- To develop fast recognition of numbers
- To count up to 10
- To show an awareness of how numerals are formed and experiment with own mathematical mark making
- To talk about and explore patterns in the environment
- To create and repeat simple patterns
- To subitise to 3
- To know number order beyond 5 when counting
- To say number names to 10 in order
- To be able to say number names forwards and backwards to 10
- To know that each object should only be counted once
- Sing a range of number songs

Reception following White Rose Maths

Traditional Stories

Understanding of the World Talk about where food comes from and bake a range of things

- To use a computer to complete a simple task
- To learn about the different traditional stories, their structure and the main events
- To know similarities and differences between traditional stories
- What makes me happy? Who makes me happy and why?
- How should we treat living things
- To select appropriate materials according to their properties
- To name and identify a range of materials and know how they are used in familiar environments
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- i-identify similarities and differences between ways of life in different periods.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- build structures, exploring how they can be made stronger, stiffer and more stable

Expressive Arts and Design

- To use scissors effectively, to use puppets and props to act out traditional stories
- To begin to act out different scenarios using props to enhance imaginative play
- Sing familiar songs or make up own songs
- Begin to construct, stacking blocks vertically and horizontally making enclosures and creating spaces
- To play instruments with increasing control
- To know how colours can be mixed to make a new colour
- To use their imagination to create different works of art
- To construct with a purpose and safety
- To play instruments to express feelings and ideas To make masks for role play
- To know about different materials and what can be created with them
- To use available props to develop stories and make imaginative play more purposeful
- To know how to use props appropriately for particular stories
- To know that they can change their voices whilst singing or acting out stories for dramatic effect
- To select appropriate materials according to their properties
- To name and identify a range of materials and know how they are used in familiar environments
- To explore and recreate traditional art from Ghana
- To use resources to create own props
- To construct with a purpose in mind using a variety of resources
- To understand that pictures can be created by making observations or by using imagination
- To construct safely with purpose and evaluate their designs

Communication & Language

- To talk in short sentences that others can understand
 - To listen to and follow simple instructions and respond to questions appropriately
 - To be able to differentiate and categorise objects based on their properties
 - To remember new words I am learning when talking to others
 - To be able to understand simple instructions, questions and commands
 - To listen to traditional stories and retain key vocabulary
 - To be able to talk about the setting, characters and structure of a story
 - To be able to use connectives: Once upon a time, and then
 - To know that stories have a beginning, middle and end
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- To describe features of traditional stories
 - To know different traditional stories
 - Express their ideas and feelings about their experiences
 - To know features of different texts
 - To express opinions using the statements I agree and I disagree.
 - To explain ideas and opinions in full sentences.
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- listen and respond appropriately to adults and their peers
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - speak audibly and fluently with an increasing command of Standard English

Literacy

- To begin to attempt to write familiar letters
- To find and identify familiar letters
- To talk about and retell a range of familiar stories
- To join in with repetition within stories and rhymes
- To be able to talk about different parts of the story
- To learn and talk about traditional stories
- To identify the different characters in traditional stories
- To begin to use a wide range of vocabulary in the correct context

To think of and write a short simple sentence

- Listen to stories and begin to anticipate what might happen next
- Know that words can be written
- Know how to sequence familiar stories

-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

- develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- discussing word meanings, linking new meanings to those already known

-write sentences by:

saying out loud what they are going to write about; composing a sentence orally before writing it

Key: Red – Nursery, Green – Reception Blue – Year 1

I Can Statements: