

Literacy

- To identify the pictures linked to the RWI sound (To be able to recognise the sounds – follow Nursery RWI)
- To identify sounds during oral blending games and Fred games
- To begin to make predictions about a story – sometimes supported by an adult
- To know that blending sounds makes words
- To identify the pictures with corresponding sounds
- To join in with repetition within stories
- To be able to talk about different parts of the story
- To think of and write a short simple sentence
- Checking written work and making any changes where necessary
- Listens to stories and is beginning to anticipate what might happen next
- To know that a sentence starts with a capital letter and ends with a full stop
- Knows how to spell some familiar words
- 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
 - being encouraged to link what they read or hear read to their own experiences
 - recognising and joining in with predictable phrases
 - discussing word meanings, linking new meanings to those already known
 - predicting what might happen on the basis of what has been read so far
 - explain clearly their understanding of what is read to them.
- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense

PSED

- to be able to initiate play with peers and keep play going by giving ideas
- To become more outgoing with unfamiliar people
- to show more confidence in new social situations
- to begin to find solutions to conflicts
- To show an awareness of how others may be feeling
- to know that to play nicely its important to share and take turns
- to know that if I am upset, I can use phrases such as stop it, I don't like it to convey my discomfort
- to know that it's okay to engage with others even if in a different environment
- to know that people show their emotions in different ways for example smiling if they are happy, crying if they are sad.
- To understand that people need help
- To understand ways of being helpful to others and how this will make them feel
- Learning to recognise how other people show their feelings and how to care for others • Exploring the ability to successfully work with different people • Understanding ways to help other people
- Recognising the groups we belong to

Physical Development

- To hold the pencil confidently using the tripod grip and forming letters and numbers mostly correctly
- To be able to use scissors confidently and make straight, zig zag and circular snips using one hand
- To run skilfully and be able to negotiate space
- To mark make using c comfortable grip when using pencils and pens
- To know the correct ways of forming letters
- To know that snips should be made on the line and the pattern should be followed
- To know how to feed paper/materials through the hand when cutting around objects
- To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.
- To use climbing equipment safely and competently
- To use a scooter and bike and be able to negotiate space
- To use a pencil effectively to form recognisable letters, most of which are formed correctly.
- To know how to form letters correctly
- To know how to use scissors effectively
- To use climbing equipment safely and competently
- To use a scooter and bike and be able to negotiate space
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in

Maths

- Practical problem solving with numbers up to 5
- select and use shapes appropriately in play, combining them to make models and enclosures
- To develop fast recognition of numbers
- To use relevant mathematical vocabulary when talking about learning
- to begin to make sensible comparisons between objects relating to size, length,
- To begin to describe a sequence of events accurately
- To recall simple facts about a familiar journey
- Name and describe 2D and 3D shapes

Reception following White Rose Maths
See Year 1 White Rose Maths Progression

Communication & Language

- To listen to traditional stories and retain key vocabulary
- To be able to answer questions and share opinions using the relevant vocabulary
- To be able to talk about the setting, characters and structure of the story
- To be able to answer questions related to the story
- To be able to use vocabulary learnt to have a conversation with others.
- To engage in meaningful conversations with others
- To be able to use a search engine
- To begin to ask questions
- To be able to give facts about a specified subject – transport
- To know facts about journeys and modes of transport.
- To be able to talk about different modes of transport
- To know about similarities and differences between different modes of transport
- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- speak audibly and fluently with an increasing command of Standard English
- ask relevant questions to extend their understanding and knowledge

Journeys and Transport

Understanding of the World To use senses to explore the world around them

- Explore and talk about different forces that they can feel – push, pull, upthrust – plastic boat, gravity
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore a diverse range of props, puppets, dolls, toys and books from countries around the world.
- Journey to school – document through photographs, simple map drawing
- To make treasure maps to direct friends to a goal
- To explore maps of the local area, England, the UK
- Comprehend the passing of time.
- Develop an understanding of 'past' and some people, places and events in history.
- Recognise similarities and differences between things and ways of life at times in the past and now.
- Begin to understand that one historical event is often caused by another.
- Identify that historical events often occur in an order or sequence
- Use sources, firsthand experiences, and storytelling to construct accounts of past times and people.
- Talk about the roles of significant members of society.
- Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- understand geographical similarities and differences through studying the human and physical geography of a

Expressive Arts and Design

- Sing familiar songs in the correct tone and changing melody if appropriate.
- Uses available resources to create props to support role play
- To show different emotions in pictures clearly
- To draw with increasing control, representing features and detail clearly
- to construct with a purpose and safely
- To construct with blocks and bricks to make an enclosure
- To use what they have learnt about media and materials in an original way and be able to explain their choices
- Select appropriate resources and adapts work when necessary
- To know the different uses ad purposes of media and materials
- For children to be able to safely construct with a purpose and evaluate their designs.
- To know that different construction toys can be used to make new things that can be used in pretend play
- build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.