

## Literacy

- To be able to mark make and give meaning to their marks
- To identify the pictures linked to the RWI sound
- To be able to form some letters correctly – e.g in their name
- To be able to talk about their marks with confidence
- To join in with repetition within stories
- To be able to talk about different parts of the story
- to form vertical, horizontal lines and anticlockwise circles
- to draw horizontal, vertical lines, to draw anticlockwise circles
- To think of and write a short simple sentence
- Listen to stories and 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
- Knows that a story has characters, a setting, problem and resolution
- Is starting to identify characters, settings, problems and resolutions in stories
- becoming very familiar with key stories, fairy stories and traditional tales
- retelling them and considering their particular characteristics
- recognising and joining in with predictable phrase
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- recognising and joining in with predictable phrases
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- 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

## I Can Statements:

- I can draw vertical lines.
- I can draw horizontal lines.
- I can use anticlockwise movements.
- I can write a simple sentence.
- I can explain a life cycle.
- I can explain what a plant needs to grow.
- I use senses to explore the world around me.

### PSED

- To show independence in accessing and exploring the environment
  - To independently put coats on and use the toilet
  - To listen to and follow rules set
  - To learn to look after resources within the class
  - To be aware of the different areas in the nursery and how to explore them safely
  - To approach an adult if they need support
  
  - To talk about the effect my behaviour has on others
  - To learn right from wrong
  - To understand how to make the right choices and the consequences of not making the right ones
  - celebrate and summarise change and differences between us and our friends, families and community members
  - to talk about the world that we live in and how there are similarities and differences when looking at different aspects
- Understanding rules in school  
Recognising why rules are necessary  
Understanding differences between people

### Physical Development

- To hold a pencil correctly using a tripod grip
- To begin to form numbers and familiar letters
- To look at books independently while turning pages one at a time
- To use balancing apparatus
- To mark make using a comfortable grip when using pencils and pens
- To know that the pencil needs to be held comfortably and with one hand to form letters and numbers
- To know how to use one handed tools effectively
- To be able to follow a simple sequence of movements to music and rhythm
- To climb apparatus safely
  
- To handle tools, objects, construction and malleable materials safely and with increasing control
- To know why it is important to handle different apparatus safely
- To know how to use scissors effectively
- to use climbing equipment safely and competently
- to negotiate space effectively
- To know how to use the trim trail safely
- 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 describe and compare groups of objects
- To compare and order objects according to their weight and distance
- To develop fast recognition of numbers
- To count up to 10
- To show an awareness of positional language such as under/behind/next to/over/on top of
- To independently create talk about own patterns using a range of objects and resources
- To subitise to 3
- To know number order beyond 5 when counting
- To use the language of more and less to compare amounts
- To know that numbers can be ordered
- To be able to demonstrate through games and role play understanding of positional language
- Sing a range of number songs

Reception following White Rose Maths  
See Year 1 White Rose Progression

### Understanding of the World

- To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how the plants grow
- Continue to use the computer to gain confidence in using the mouse
- To learn about Easter
- To use senses to explore the world around them
- To know that every living thing has a cycle and they change in shape

## Spring – Growing and Changing

### Expressive Arts and Design

### Communication & Language

- 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 e.g. once upon a time, and