

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 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

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 and size as they grow
- Talk about the life cycle of a plant and animals
- To know that living beings follow a similar growth pattern and make comparisons
- To know about who celebrates Easter and what is its significance
- To begin to understand the importance of looking after our environment and all living things where we can collect natural resources from
- To understand and use positional language
- To know that Christians celebrate Easter
- *Talk about the life cycle of plants and animals and what they need to survive*
- To talk about changes that they observe in their environment – seasons*
- To know that humans and other animals can grow*
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- observe changes across the 4 seasons

Spring – Growing and Changing

Expressive Arts and Design

- To learn about different textures and talk about them
- Feelie bag activities with different objects for children to feel and describe
- To engage in role play by making stick puppets of different story characters
- Sing familiar nursery rhymes
- To use tools for purpose
- To create continuous lines which represent objects that can be spoken about or identified
- To use their knowledge of stories in acting them out with friends
- Sing songs clearly using correct words that have been learned
- To know how to create recognisable representations of objects
- To use a range of resources to create own props to aid role play
- To plan, carry out and evaluate where necessary
- Manipulates materials to achieve a planned effect
- Use a range of props to support and enhance role play
- To identify and select resources and tools to achieve a particular outcome
- To respond to a piece of classical music (Spring Suite) and identify instruments that can be heard.
- To talk about likes and dislikes in response to music
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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 then
- To listen to and follow simple instructions and respond to questions appropriately
- To talk in short sentences that others can understand
- To know that stories have a beginning, middle and end
- To be able to answer questions related to the story
- To be able to understand simple instructions, questions and commands
- To describe familiar texts with detail using full sentences
- To begin to ask questions about familiar aspects of their environment and their learning
- To know features of different texts
- To talk confidently about why things happen using new vocabulary learnt
- To engage in meaningful conversations with others
- To label and sort living things
- 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