

Mathematics

Numbers

Subitises beyond 3.

Matches numeral with number.

Counting beyond 10 and begins to know some number bonds.

GOAL- Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns

Compares amounts – less/more/same as/up to 10. Recognises composition/bonds of 2,3,4 and 5 in context.

Shares in context.

GOAL- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space And Measures

Selects, rotates and manipulates shapes in construction and creating patterns and sculptures. Continues, copies and creates patterns.

Compares and measures – weight, capacity, height, length. Recognises meaningful times, such as 12 o'clock lunchtime, home time, bed time.

GOAL- N/A



Physical Development

Gross Motor

Uses and combines a range of movements.

Shows developing strength, coordination, balance, agility. Capable with ball skills – throwing, catching, kicking, passing, batting and aiming.

GOAL- Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

Uses small motor skills – tools: pencils, brushes, scissors, cutlery competently and safely.

Maintains posture/core strength.

Holds pencil effectively to form recognisable letters, often correctly formed.

GOAL- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.



Minibeasts/Under the Sea
RECEPTION SUMMER TERM

Expressive Arts & Design

Creating with Materials

Creates colour, texture, form, and design in their work.

Uses and creates props and uses materials in role/pretend play.

Makes safe use of range of tools, materials and techniques and talks about own work.

GOAL- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Builds a repertoire of performance arts: songs, dance role play.

Begins to adapt musical and performance techniques learnt. Choreographs own dance, develops narrative in role play and story telling, composes own music.

GOAL- Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Communication & Language

Listening, Attention and Understanding

Maintains careful listening, understands it is important to listen.

Listens to stories, songs and rhymes and non-fiction to develop understanding of vocabulary and knowledge.

Clarifies understanding and knowledge with questions.

GOAL- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Acquires and uses new vocabulary and social phrases.

Extends sentences with connectives.

Uses talk for range of purposes – imagine, retell, discuss, clarify, explaining how and why, expressing feelings, describing details.

GOAL- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social & Emotional Development

Life to the Full –

Self-Regulation

Recognises and identifies feeling: sad, angry, worried, happy, excited etc...

Knows the reasons for these feelings.

Uses strategies to stay calm sometimes with support.

Has plans/wishes and works towards them delaying gratification if necessary.

GOAL- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Developing confidence with unfamiliar activities.

Aware of boundaries and of behavioural expectations.

Show some understanding that exercise, eating and sleeping habits and hygiene can affect health.

GOAL- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Confidence to develop constructive and respectful relationships with unfamiliar children and familiar adults.

Developing important social attributes – kindness, sharing, listening.

Takes account of views and needs of others in play and when working together co-operatively.

GOAL- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Literacy

Comprehension

Reads and responds to words/phrases on notices/texts. Uses ideas/characters/vocabulary from stories in role play and discussions.

Suggests what might happen next.

GOAL- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word-Reading

Reads letters by saying their sounds.

Blends letters into short words. Reads a few common exception words.

Reads simple phrases.

GOAL- Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Uses sounds in their writing – forming some letters correctly.

Spells short words by segmenting the sounds.

Writes simple phrases and sentences with full stops and capital letters.

GOAL- Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Understanding of the World

Past and Present

Knows about the work of familiar community workers.

Comments on pictures, stories, oral tales, artefacts, buildings from the past.

Comments on differences/similarities from the past of artefacts, buildings, people, stories within their own lives.

GOAL- Talk about the lives of the people around them and their roles in society. 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.

People, Culture and Communities

Talks about, names and describes life of family.

Knows about features of local and other environments including other countries.

Recognises people have different beliefs, places of worship and ways of celebrating.

GOAL- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Explores natural world – collects, smells, listens, records

Talks about features of plants, animals, materials, environments.

Understands the effects of changing seasons on natural world around them, and changes in materials, such as caused by changes in temperature and cooking.

GOAL- Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

R.E

