

End of Autumn A Reception child will be ON TRACK at these points End of Spring End of Summer

PSED			
Building Relationships	To initiate play, offering cues to my friends to join me.	To start conversations, attend to and take account of what others say.	To work and play cooperatively and take turns with others.
	To can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	To explain my own knowledge and understanding, and ask appropriate questions of others.	To form positive attachments to adults and friendships with peers; sensitivity to their own and to others' needs.
		To take steps to resolve conflicts with other children, e.g. finding a compromise.	
		To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	
		To build constructive and respectful relationships.	

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Managing self	To select and use activities and resources with help. To enjoy the responsibility of carrying out small tasks. To be confident to talk to other children when playing, and will communicate freely about my home and community.	To welcome and value praise for what I have done. To show enthusiasm and excitement when anticipating and engaging in certain activities. To be confident to speak to others about own needs, wants, interests and opinions. To be confident in speaking in front of a small group. To describe myself in positive terms and talk about my abilities. To show resilience and perseverance in the face of challenge.	To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly. To understand my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • <i>I know what a 'healthy lifestyle' means (food, exercise, drink)</i>
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Self-Regulation	To be aware of own feelings, and know that some actions and words can hurt others' feelings. To accept the needs of others and take turns and share resources, sometimes with support from others. To tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.	To usually adapt my behaviour to different events, social situations and changes in routine. To understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. To begin to negotiate and solve problems without aggression, e.g. when someone has taken my toy. To be aware of the boundaries set and of behavioural expectations in the class.	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate To 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 • <i>I know how to describe my feelings.</i> • <i>I understand that it is important to talk about how I feel.</i>
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Communication and Language			
Listening, Attention and Understanding	To listen to my friends or my teacher. To listen to and then follow an instruction. To remember and join in with rhymes and stories I like. To ask and respond to 'why' questions. To show interest in the lives of other people or events. To recognise some similarities and differences between people. <i>I can follow a story with props, pictures and actions through Talk for Writing</i>	To listen to a whole story and comment on what is happening. To play and listen to my friends at the same time. To listen carefully to rhymes and songs, paying attention to how they sound. To respond quickly to a series of instructions. To have a conversation and I can respond to other children's opinions. <i>I can remember key points from a story told without props or pictures.</i> <i>Learn rhymes, poems and songs.</i>	To 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. To make comments about what they have heard and ask questions to clarify their understanding. To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.

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Speaking	To start to link simple sentences. To explain in simple sentences, including ordering, stating what happened and what might happen. To use tense, intonation and rhythm to enhance meaning. To use vocabulary to express imaginary events in play. To engage in imaginary role play sometimes building stories around toys and objects.	To explore new vocabulary, sounds and intonation. To use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults. To use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'). To ask questions to find out more and to check they understand what has been said to them. To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. <i>I can use new story language in my play.</i>	To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To 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.
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Physical Development			
Gross Motor Skills	To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	To negotiate space and obstacles safely, with consideration for themselves and others.
	To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	To revise and refine the fundamental movement skills they have already acquired:	To demonstrate strength, balance and coordination when playing.
	To show increasing control over an object in pushing, patting, throwing, catching or kicking it.	- rolling - crawling - walking - jumping - running - hopping - skipping - climbing -	To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
		To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	

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Fine Motor Skills	To use a pincer grip. To use tools for mark making with control.	To use a tripod grip. To develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To develop the foundations of a handwriting style which is fast, accurate and efficient.	Told a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To use a range of small tools, including scissors, paint brushes and cutlery with accuracy and confidence. To show accuracy and care when drawing.
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Literacy			
Comprehension	To hold a book, turn the pages and indicate an understanding of pictures and print. To tell a story to friends. To use story language.	To talk about events and characters in books. To make suggestions about what might happen next in a story. To understand what have I have read when reading simple sentences. To talk about a favourite book. To use vocabulary and events from stories in my play.	To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate, where appropriate, – key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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Word reading	To join in with rhymes and stories. To recognise my own name. To identify sounds in words, in particular, initial sounds. To orally blend and begin to Fred Talk. To identify sounds from my own name in other words. To recognise a capital letter at the start of my name.	To segment and blend simple words independently. To read simple words and simple sentences.	To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Writing	To draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. To use tools for mark making with control. To copy shapes, letter and pictures. To tell an adult what I have drawn, written or painted. To create representations of people, events and objects.	To give meaning to my marks. To write simple CV/CVC words. To form some recognisable letters. To use some identifiable letters. to communicate meaning and uses them to write captions and labels. To read back my writing. To begin to rehearse what I write orally before writing. To talk about sentences and start to write short sentences. To start to use full stops and capital letters in the correct places.	To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others.
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Mathematics			
Number	To count up to three or four objects by saying one number name for each item. To count objects to 5. To select the correct numeral to represent 1 to 5. To match objects by number, size, colour and/or shape. To sort into colour, size or shape. To make simple patters using objects. ABB/ABA/ To compare size, mass and capacity, using language such as Long Short Tall Heavy Light Full Empty Nearly full, nearly empty	To begin to use 'teens' to count beyond 10. To count an irregular arrangement of up to ten objects. To find one more or one less from a group of up to five objects, then ten objects. To use the language of 'more' and 'fewer' to compare two sets of objects. To find the total number of items in two groups by counting all of them and starting to use 'counting on'. To begin to use the vocabulary involved in adding and subtracting including counting on and back. To understand addition up to 5 using all combinations (number bonds). Then 6, 7, 8, 9, 10.	To have a deep understanding of number to 10, including the composition of each number. To subitise (recognise quantities without counting) up to 5. To 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.

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Numerical Patterns	To talk about the routine of the day and use language like before, after. To comparative language like taller, shorter, the same. To start to identify shapes in the environment. To start to find appropriate shapes for certain tasks. To start to make more meaningful pictures, patterns and arrangements with shapes.	To show some understanding of doubling and halving in familiar contexts. To experiment with length, height, capacity and use my findings to order and group items. To identify money and I can start to use money in my play. To recall routines and start to relate them to the time on the clock. To notice similarities, differences, patterns and changes. To use the language of direction when programming toys.	To verbally count beyond 20, recognising the pattern of the counting system. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Understanding the World			
People, Culture and Communities	To show interest in the lives of people who are familiar to me. <i>I know that it is ok to be different and unique</i> <i>I can talk about how I am unique.</i> <i>I know that all families are different.</i> <i>I know that I am part of a family, class family and school family.</i> <i>I know what a map is.</i>	To draw information from a simple map. To start to show an interest in different occupations and ways of life. To talk about members of their immediate family and community. To name and describe people who are familiar to them. <i>Recognise some similarities and differences between life in this country and life in other countries.</i> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i>	To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To 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. To 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.

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Past and Present	To remember and talk about significant events in my own experience. • <i>I know that 'now' is the present.</i> • <i>I know what events happen before and after we were born.</i> • <i>I know that some things change over time.</i>	To recognise and describe special times or events for family or friends. To compare and contrast characters from stories, including figures from the past. To comment on images of familiar situations in the past. To understand that some places are special to members of their community.	To talk about the lives of the people around them and their roles in society. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling.
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The Natural World	To ask questions about aspects of my familiar world such as the place where I live or the natural world. To talk about some of things that I have observed (plants, animals, natural found objects)	To talk about why things happen and how things work. To start to develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment To what they see, hear and feel whilst outside. To recognise some environments that are different to the one in which they live. To understand the effect of changing seasons on the natural world around them. <i>I know how to plant a seed and look after it.</i> <i>I know that living things grow and then eventually die</i> <i>I can name some common plants and flowers (daisy, nettle, rose, tulip)</i>	To explore the natural world around them, making observations and drawing pictures of animals and plants. To 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. To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Arts and Design			
Creating with materials	To explore colour and how colours can be changed. To know how to mix colours. To sketch and add colour to my drawings (Drawing and painting focus in Art)	To use various construction materials. To construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To create collaboratively sharing ideas, resources and skills. • <i>I know I have to plan before I make things (DT)</i> • <i>I know how to join different materials together</i> • <i>I know names of materials</i>	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used. To make use of props and materials when role playing characters in narratives and stories.

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Being imaginative and expressive	To sing some familiar songs and rhymes. To engage in imaginative role-play based on own first-hand experiences. To enjoy joining in with dancing and ring games	To explore and learn how sounds can be changed. To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To use available resources to create props to support role-play. • <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> • <i>I know and can sing at least 3 different nursery rhymes</i> • <i>I know the names of basic instruments</i> • <i>I know music is different in different cultures</i>	To invent, adapt and recount narratives and stories with peers and their teacher. To sing a range of well-known nursery rhymes and songs; To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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