



PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Keeps play going by responding to what others are saying or doing.
 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Making relationships 0-5**
- Initiates conversations, attends to and takes account of what others say.
 - Explains own knowledge and understanding, and asks appropriate questions of others.
 - Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Making relationships 0-5**
- Children play co-operatively, taking turns with others.
 - They take account of one another's ideas about how to organise their activity.
 - They show sensitivity to others needs and feelings.
 - They form positive relationships with adults and other children.
- Self-confidence and self-awareness 0-5**
- Confident to speak to others about own needs, wants, interests and opinions.
 - Can describe self in positive terms and talk about abilities.
- Self-confidence and self-awareness 0-5**
- Children are confident to try new activities.
 - They say why they like some activities more than others.
 - They are confident to speak in a familiar group, will talk about their ideas.
 - They will choose the resources they need for their chosen activities.
- Managing feelings and behaviour 0-5**
- They say when they do or don't need help.
 - Aware of own feelings, and knows that some actions and words can hurt others feelings.
 - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
 - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
 - Can usually adapt behaviour to different events, social situations and changes in routine.
- Managing feelings and behaviour 0-5**
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
 - Aware of the boundaries set, and of behavioural expectations in the setting.
 - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Managing feelings and behaviour 0-5**
- Children talk about how they and others show feelings.
 - They talk about their own and others behaviour, and its consequences.
 - They know that some behaviour is unacceptable.
 - They work as part of a group or class, and understand and follow the rules.
 - They adjust their behaviour to different situations, and take changes of routine in their stride.

UNDERSTANDING THE WORLD

- People and communities 0-5**
- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.
- People and communities 0-5**
- Enjoys joining in with family customs and routines.
- People and communities 0-5**
- Children talk about past and present events in their own lives and in the lives of family members.
 - They know that other children don't always enjoy the same things, and are sensitive to this.
 - They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world 0-5**
- Looks closely at similarities, differences, patterns and change.
- The world 0-5**
- Children know about similarities and differences in relation to places, objects, materials and living things.
 - They talk about the features of their own immediate environment and how environments might vary from one another.
 - They make observations of animals and plants and explain why some things occur, and talk about changes.
- Technology 0-5**
- Completes a simple program on a computer.
 - Uses ICT hardware to interact with age-appropriate computer software.
- Technology 0-5**
- Children recognise that a range of technology is used in places such as homes and schools.
 - They select and use technology for particular purposes.

MATHEMATICS AND COMPUTING

- Numbers 0-5**
- Notifies changes in number of objects/images or sounds in group of up to 3.
- Numbers 0-5**
- Uses some number names and number language spontaneously.
 - Uses some number names accurately in play.
 - Recites numbers in order to 10.
 - Shows an interest in numerals in the environment.
 - Shows an interest in representing numbers.
- Numbers 0-5**
- Recognise some numerals of personal significance.
 - Recognises numerals 1 to 5.
 - Counts up to three or four objects by saying one number name for each item.
 - Counts actions or objects which cannot be moved.
- Numbers 0-5**
- Children count reliably with numbers from one to 20, place them in order.
 - They can say which number is one more or one less than a given number.
 - Using quantities and objects, they add and subtract two single-digit numbers.
 - They count on or back to find the answer.
 - They solve problems, including doubling, halving and sharing.
- Shape, space and measure 0-5**
- Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.



PHYSICAL EDUCATION

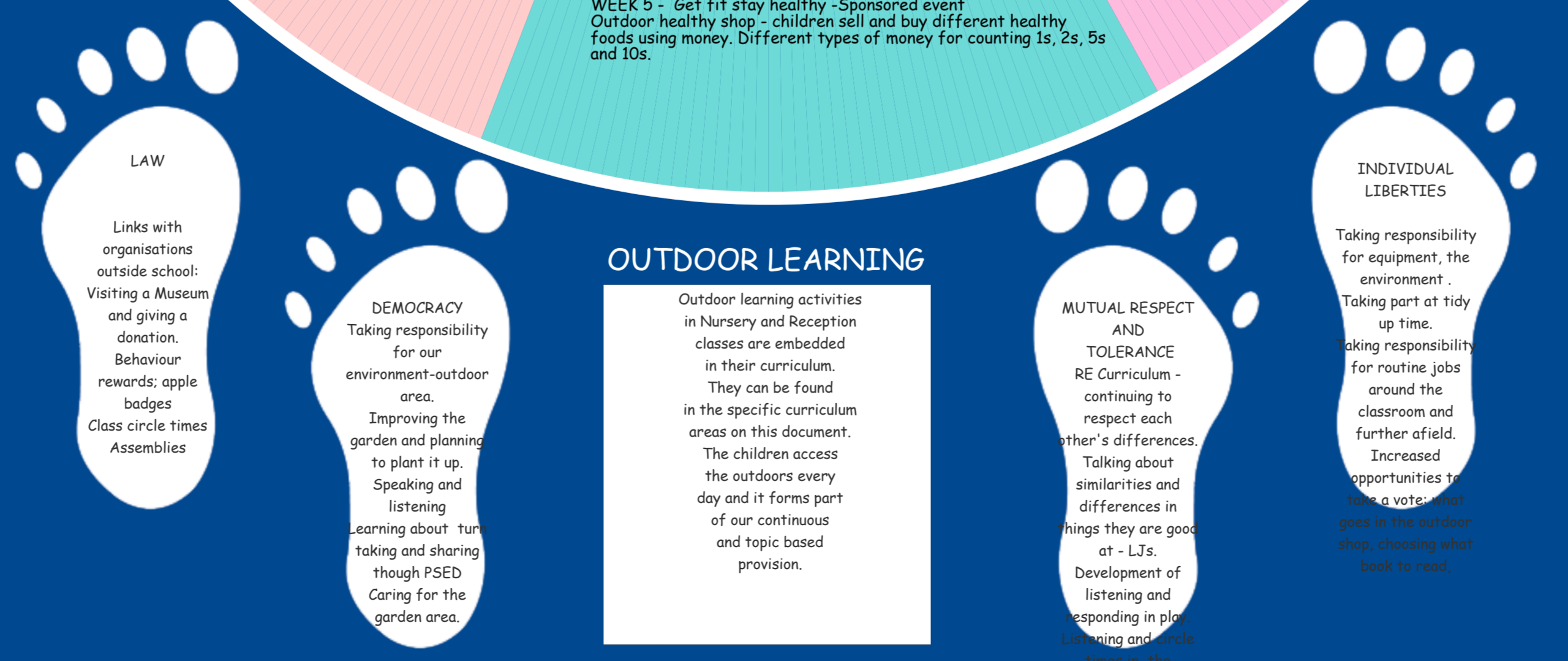
- Moving and Handling 0-5**
- Experiments with different ways of moving.
 - Jumps off an object and lands appropriately.
 - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
 - Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
 - Uses simple tools to effect changes to materials.
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
 - Shows a preference for a dominant hand.
 - Begins to use anticlockwise movement and retrace vertical lines.
 - Begins to form recognisable letters.
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Moving and Handling 0-5**
- Children show good control and co-ordination in large and small movements.
- Health and self-care 0-5**
- They move confidently in a range of ways, safely negotiating space.
 - They handle equipment and tools effectively, including pencils for writing.
 - Eats a healthy range of foodstuffs and understands need for variety in food.
 - Usually dry and clean during the day.
 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
 - Shows understanding of how to transport and store equipment safely.
 - Practices some appropriate safety measures without direct supervision.
- Health and self-care 0-5**
- Children know the importance for good health of physical exercise, and a healthy diet.
 - They talk about ways to keep healthy and safe.
 - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- Begins to build a repertoire of songs and dances.
 - Explores the different sounds of instruments.
 - Explores what happens when they mix colours.
 - Experiments to create different textures.
 - Understands that different media can be combined to create new effects.
 - Manipulates materials to achieve a planned effect.
 - Constructs with a purpose in mind, using a variety of resources.
 - Uses simple tools and techniques competently and appropriately.
 - Selects appropriate resources and adapts work where necessary.
 - Selects tools and techniques needed to shape, assemble and join materials they are using.
- Being imaginative 0-5**
- Create simple representations of events, people and objects.
 - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
 - Chooses particular colours to use for a purpose.
 - Introduces a storyline or narrative into their play.
 - Plays alongside other children who are engaged in the same theme.
 - Plays cooperatively as part of a group to develop and act out a narrative.
- Being imaginative 0-5**
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
 - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Exploring and using media and materials 0-5**
- Children sing songs, make music and dance, and experiment with ways of changing them.
 - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

COMMUNICATION AND LANGUAGE

- Listening and attention 0-5**
- Maintains attention, concentrates and sits quietly during appropriate activity.
 - Two-channelled attention - can listen and do for short span.
- Listening and attention 0-5**
- Children listen attentively in a range of situations.
 - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
 - They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding 0-5**
- Responds to instructions involving a two-part sequence.
 - Understands humour, e.g. nonsense rhymes, jokes.
 - able to follow a story without pictures or props.
 - Listens and responds to ideas expressed by others in conversation or discussion.
- Understanding 0-5**
- Children follow instructions involving several ideas or actions.
 - They answer how and why questions about their experiences and in response to stories or events.
- Speaking 0-5**
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 - Uses language to imagine and recreate roles and experiences in play situations.
 - Links statements and sticks to a main theme or intention.
 - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
 - Introduces a storyline or narrative into their play.
- Speaking 0-5**
- Children express themselves effectively, showing awareness of listeners needs.
 - They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
 - They develop their own narratives and explanations by connecting ideas or events.



Reception template Summer Term 1

UNDERSTANDING THE WORLD

People and communities 0-5

• The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.

People and communities 0-5

• Enjoys joining in with family customs and routines.

People and communities 0-5

• Children talk about past and present events in their own lives and in the lives of family members.
• They know that other children dont always enjoy the same things, and are sensitive to this.
• They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world 0-5

• Looks closely at similarities, differences, patterns and change.

The world 0-5

• Children know about similarities and differences in relation to places, objects, materials and living things.
• They talk about the features of their own immediate environment and how environments might vary from one another.
• They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology 0-5

• Completes a simple program on a computer.
• Uses ICT hardware to interact with age-appropriate computer software.

Technology 0-5

• Children recognise that a range of technology is used in places such as homes and schools.
• They select and use technology for particular purposes.

MATHEMATICS AND COMPUTING

Numbers 0-5

• Notices changes in number of objects/images or sounds in group of up to 3.

Numbers 0-5

• Uses some number names and number language spontaneously.
• Uses some number names accurately in play.
• Recites numbers in order to 10.
• Shows an interest in numerals in the environment.
• Shows an interest in representing numbers.

Numbers 0-5

• Recognise some numerals of personal significance.
• Recognises numerals 1 to 5.
• Counts up to three or four objects by saying one number name for each item.
• Counts actions or objects which cannot be moved.
• Counts objects to 10, and beginning to count beyond 10.
• Counts out up to six objects from a larger group.
• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
• Counts an irregular arrangement of up to ten objects.
• Estimates how many objects they can see and checks by counting them.
• Uses the language of more and fewer to compare two sets of objects.
• Finds the total number of items in two groups by counting all of them.
• Says the number that is one more than a given number.
• Finds one more or one less from a group of up to five objects, then ten objects.
• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
• Records, using marks that they can interpret and explain.
• Begins to identify own mathematical problems based on own interests and fascinations.

• Finds the total number of items in two groups by counting all of them.

• Says the number that is one more than a given number.

• Finds one more or one less from a group of up to five objects, then ten objects.

• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

• Records, using marks that they can interpret and explain.

• Begins to identify own mathematical problems based on own interests and fascinations.

Numbers 0-5

• Children count reliably with numbers from one to 20, place them in order.
• They can say which number is one more or one less than a given number.
• Using quantities and objects, they add and subtract two single-digit numbers.
• They count on or back to find the answer.
• They solve problems, including doubling, halving and sharing.

Shape, space and measure 0-5

• Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.
• Selects a particular named shape.
• Can describe their relative position such as behind or next to.
• Orders two or three items by length or height.
• Orders two items by weight or capacity.
• Uses familiar objects and common shapes to create and recreate patterns and build models.
• Uses everyday language related to time.
• Beginning to use everyday language related to money.
• Orders and sequences familiar events.

Shape, space and measure 0-5

• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
• They recognise, create and describe patterns.
• They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

PHYSICAL EDUCATION

Moving and Handling 0-5

• Experiments with different ways of moving.
• Jumps off an object and lands appropriately.
• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
• Travels with confidence and skill around, under, over and through balancing and climbing equipment.
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Health and self-care 0-5

• Eats a healthy range of foodstuffs and understands need for variety in food.
• Usually dry and clean during the day.
• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
• Shows understanding of how to transport and store equipment safely.
• Practices some appropriate safety measures without direct supervision.

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EXPRESSIVE ARTS AND DESIGN

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Exploring and using media and materials 0-5

• Children sing songs, make music and dance, and experiment with ways of changing them.
• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative 0-5

• Create simple representations of events, people and objects.
• Begins to break the flow of speech into words.
• Continues a rhyming string.
• Hears and says the initial sound in words.
• Can segment the sounds in simple words and blend them together.
• Links sounds to letters, naming and sounding the letters of the alphabet.
• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
• Writes own name and other things such as labels,captions.
• Attempts to write short sentences in meaningful contexts.

Being imaginative 0-5

• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

LITERACY

Reading 0-5

• Continues a rhyming string.
• Hears and says the initial sound in words.
• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
• Links sounds to letters, naming and sounding the letters of the alphabet.
• Begins to read words and simple sentences.
• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
• Enjoys an increasing range of books.
• Knows that information can be retrieved from books and computers.

Reading 0-5

• Children read and understand simple sentences.
• They use phonic knowledge to decode regular words and read them aloud accurately.
• They also read some common irregular words.
• They demonstrate understanding when talking with others about what they have read.

Writing 0-5

• Gives meaning to marks they make as they draw, write and paint.
• Begins to break the flow of speech into words.
• Continues a rhyming string.
• Hears and says the initial sound in words.
• Can segment the sounds in simple words and blend them together.
• Links sounds to letters, naming and sounding the letters of the alphabet.
• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
• Writes own name and other things such as labels,captions.
• Attempts to write short sentences in meaningful contexts.

Writing 0-5

• Children use their phonic knowledge to write words in ways which match their spoken sounds.
• They also write some irregular common words.
• They write simple sentences which can be read by themselves and others.
• Some words are spelt correctly and others are phonetically plausible.

COMMUNICATION AND LANGUAGE

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Understanding 0-5

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CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

1. Finding out and exploring
2. Playing with what they know
3. Being willing to 'have a go'

Active learning - motivation

1. Being involved and concentration
2. Keep trying
3. Enjoying achieving what they set out to do

Creating and thinking critically - thinking

1. Having their own ideas
2. Making links
3. Choosing ways to do things