Reception Curriculum Progression

Personal Social and Emotional Development			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Self-Regulation -I can follow simple classroom routines. -I can listen to and follow simple instructions. -I can talk about how I am feeling. -I can name some different emotions. -I can begin to understand how others may be feeling. -I can take turns with support. -I can wait for short periods of time. -I can join in with whole-class activities.	**Self-Regulation** -I can recognise when I am feeling different emotions. -I can use strategies to help me manage my feelings. -I can stay focused on an activity for longer periods. -I can follow instructions with more than one step. -I can keep trying when I find something difficult. -I can talk about how my actions affect others. -I can begin to solve simple disagreements with support. -I can adapt my behaviour to different situations.	**Self-Regulation** -I can begin to recognise, name and manage my feelings with increasing independence. -I can stay focused during learning activities. -I can persevere when learning is challenging. -I can follow instructions involving several ideas or actions. -I can use strategies to regulate my emotions independently. -I can explain how others may be feeling. -I can show self-control in different situations. -I can manage my behaviour appropriately throughout the day.	**Self-Regulation** -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 -I can follow classroom expectations. -I can put away my belongings. -I can choose activities independently. -I can ask for help when I need it. -I can wash and dry my hands. -I can manage my basic personal needs with support. -I can try new activities. -I can talk about some healthy	**Managing Self** -I can manage my personal care routines more independently. -I can choose resources that help me complete a task. -I can show confidence when trying something new. -I can keep going when something is difficult. -I can talk about ways to keep my body healthy. -I can explain simple ways to stay	**Managing Self** -I can manage my own personal hygiene and self-care needs. -I can select resources independently for my learning. -I can explain why I have chosen particular resources. -I can show resilience when faced with challenges. -I can make safe and healthy choices. -I can understand the importance	**Managing Self** -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

foods and habits. -I can use resources safely.	safe. -I can use equipment safely and carefully. -I can make sensible choices during my learning and play. -I can take increasing responsibility for my belongings.	of exercise, healthy eating and sleep. -I can take responsibility for my belongings and learning. -I can work independently when appropriate. -I can approach new activities with confidence.	understanding the importance of healthy food choices.
Building Relationships -I can build positive relationships with adults. -I can play alongside and with other children. -I can take turns during games and conversations. -I can share my interests and experiences. -I can be kind to others. -I can begin to understand what makes a good friend. -I can follow simple rules when playing with others.	**Building Relationships** -I can play and work cooperatively with others with support. -I can share resources fairly. -I can talk about how others may be feeling. -I can show kindness and empathy. -I can use words to help solve problems. -I can maintain friendships. -I can work with a partner on a shared task. -I can begin to resolve disagreements respectfully.	**Building Relationships** -I can increasingly work and play cooperatively with others without support. -I can build and maintain positive friendships. -I can negotiate and solve problems with others. -I can listen to other people's ideas and viewpoints. -I can show sensitivity to the feelings and needs of others. -I can encourage and support my friends. -I can work as part of a team to achieve a goal. -I can respect differences between myself and others.	**Building Relationships** -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.

Communication and Language			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Listening, Attention and Understanding -I can listen to adults during carpet times and daily routines.	**Listening, Attention and Understanding** -I can listen carefully during whole-class discussions.	**Listening, Attention and Understanding** -I can listen attentively in different situations.	**Listening, Attention and Understanding** -Listen attentively and respond to what they hear with relevant

-I can listen to my friends when they are speaking. -I can follow simple instructions. -I can understand familiar routines and expectations. -I can join in with familiar stories, rhymes and songs. -I can answer simple questions about what I have heard. -I can focus my attention for short periods of time. -I can learn and understand new words.	-I can follow instructions with two or more parts. -I can answer questions about stories, information and experiences. -I can understand and use new vocabulary from my learning. -I can listen to understand rather than simply respond. -I can show I have understood by responding appropriately. -I can follow conversations and discussions with support. -I can remember and talk about key information I have heard.	-I can follow instructions involving several ideas or actions. -I can listen carefully to the ideas of others. -I can respond thoughtfully to questions and discussion. -I can understand and use a wide range of vocabulary. -I can demonstrate understanding in conversations and learning activities. -I can listen and respond appropriately in group discussions. -I can maintain attention during longer teaching sessions.	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 -I can talk about myself, my family and my experiences. -I can share my ideas with adults and friends. -I can use simple sentences to communicate. -I can express my wants, needs and feelings. -I can share things that are important to me. -I can join in with discussions and activities. -I can use newly taught vocabulary in my play and talk. -I can speak confidently in familiar situations.	**Speaking** -I can speak in longer sentences. -I can describe my experiences and learning. -I can explain my ideas and thinking. -I can use new vocabulary when talking. -I can answer questions using full sentences. -I can retell familiar events and experiences. -I can talk about stories, characters and settings. -I can explain what I know and understand.	**Speaking** -I can speak confidently with familiar adults and children. -I can share my ideas clearly in groups. -I can explain my learning and discoveries. -I can present my ideas to others. -I can adapt what I say depending on who I am speaking to. -I can use subject-specific vocabulary from across the curriculum. -I can explain my thinking in detail. -I can communicate my ideas effectively.	**Speaking** -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.
Vocabulary Development -I can learn new words through play and stories.	**Vocabulary Development** -I can use a wider range of vocabulary in conversations.	**Vocabulary Development** -I can use ambitious vocabulary in conversations.	

-I can use vocabulary from phonics lessons. -I can use vocabulary from topic learning. -I can talk about familiar objects, people and places. -I can understand words linked to routines and expectations.	-I can use words from stories and non-fiction texts. -I can learn and remember new topic vocabulary. -I can use vocabulary to describe and explain. -I can understand the meaning of new words.	-I can use subject-specific vocabulary independently. -I can select appropriate vocabulary to explain my ideas. -I can apply vocabulary from different areas of learning. -I can explain the meaning of words I have learned.	
Storytelling, Reasoning and Communication of Ideas -I can talk about story characters and events. -I can join in with repeated story language. -I can recall something that has happened to me. -I can share simple ideas and opinions.	**Storytelling, Reasoning and Communication of Ideas** -I can retell familiar stories. -I can sequence events in the correct order. -I can make predictions about stories. -I can describe people, places and objects. -I can give simple reasons for my ideas and choices. -I can explain what has happened in an experience.	**Storytelling, Reasoning and Communication of Ideas** -I can retell stories with detail and confidence. -I can create and tell my own stories. -I can explain my thinking and reasoning. -I can justify my opinions and choices. -I can use talk to solve problems. -I can reflect on my learning and experiences. -I can explain what I have learned and how I know.	

Physical Development			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Gross Motor Skills -I can move safely in different spaces. -I can walk, run, stop and change direction. -I can travel in different ways using my body. -I can balance with support.	**Gross Motor Skills** -I can balance with increasing control. -I can move confidently in different ways. -I can travel over, under and through equipment.	**Gross Motor Skills** -I can move confidently with coordination and control. -I can combine different movements successfully. -I can demonstrate balance when moving and landing. -I can participate in team games	**Gross Motor Skills** -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing.

-I can jump with two feet together. -I can develop core strength through play and movement. -I can negotiate space when moving around others.	-I can develop coordination when using balls and equipment. -I can copy and create simple movement sequences. -I can show increasing control over my body movements. -I can develop strength, balance and coordination.	and activities. -I can throw, catch, kick and control objects with increasing accuracy. -I can move safely and confidently in a range of environments. -I can show strength, balance and coordination in physical activities.	-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills -I can use a comfortable grip when holding tools. -I can manipulate playdough and small objects. -I can use one-handed tools with support. -I can snip paper using scissors. -I can thread, pinch and squeeze small objects. -I can complete activities that strengthen my fingers and hands.	**Fine Motor Skills** -I can use a tripod grip with increasing consistency. -I can cut along simple lines with scissors. -I can use small tools with increasing control. -I can manipulate objects accurately during play and learning. -I can develop hand strength for writing tasks. -I can show improved finger control and dexterity.	**Fine Motor Skills** -I can use tools accurately and safely. -I can cut complex shapes with control. -I can demonstrate good hand strength and control. -I can use fine motor skills to support writing and creative activities. -I can manipulate equipment confidently and independently. -I can maintain an effective pencil grip for writing.	**Fine Motor Skills** -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, paint brushes and cutlery. -Begin to show accuracy and care when drawing.

Literacy – Word reading and Comprehension			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Word Reading -I can join in with rhymes and stories. -I can recognise environmental sounds. - I can hear and identify initial sounds in words. -I can join in with Little Wandle	**Word Reading** -I can recognise taught graphemes quickly. -I can blend sounds to read words. -I can read words containing taught Phase 2 and 3 sounds. -I can read captions and simple phrases.	**Word Reading** -I can read words using taught Phase 2, 3 and 4 sounds. -I can read longer words using my phonics knowledge. -I can read simple sentences fluently. -I can read books that match my	**Word Reading** -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

phonics sessions. -I can recognise some taught graphemes. -I can blend sounds orally. -I can read some simple words using taught sounds. -I can read some taught tricky words.	-I can read taught tricky words automatically. -I can re-read books to build fluency and confidence. -I can use my phonics knowledge to decode unfamiliar words.	phonic knowledge. -I can recognise many tricky words automatically. -I can read with increasing confidence and expression. -I can use decoding strategies independently when reading unfamiliar words.	phonic knowledge, including some common exception words. **<u>Comprehension</u>** -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.
<u>Developing a Love of Reading</u> -I can enjoy listening to stories. -I can choose books to look at independently. -I can join in with repeated story phrases. -I can handle books carefully. -I can talk about pictures in books. -I can show excitement about stories and reading.	**<u>Developing a Love of Reading</u>** -I can enjoy listening to stories. -I can choose books to look at independently. -I can join in with repeated story phrases. -I can handle books carefully. -I can talk about pictures in books. - I can show excitement about stories and reading.	**<u>Developing a Love of Reading</u>** -I can recommend books that I enjoy. -I can talk confidently about familiar stories. -I can compare stories and characters. -I can explain why I like books. -I can show enthusiasm for reading independently and with others.	
Understanding and Talking About Texts (Comprehension) -I can listen carefully to stories. -I can talk about what I can see in illustrations. -I can answer simple questions about stories. -I can recall some story events. -I can talk about familiar characters. -I can predict what might happen next with support.	**Understanding and Talking About Texts (Comprehension)** -I can retell familiar stories. -I can talk about the beginning, middle and end of a story. -I can answer questions about events and characters. -I can make simple predictions. -I can discuss how characters might respond to events. -I can use new vocabulary from stories in my discussions.	**Understanding and Talking About Texts (Comprehension)** -I can retell stories in detail. -I can describe characters, settings and events. -I can predict what might happen next and explain why. -I can discuss themes and important events in stories. -I can answer questions about what I have read or heard. -I can explain my understanding using evidence from the story.	
Story Language and Vocabulary -I can join in with repeated story language.	**Story Language and Vocabulary** -I can use vocabulary from stories in my own talk. -I can explain the meaning of some	**Story Language and Vocabulary** -I can use a wide range of vocabulary from books. -I can explain the meaning of	

-I can learn new words from stories. -I can talk about key characters and objects. -I can use vocabulary introduced through story time.	new words. -I can learn and use topic vocabulary from fiction and non-fiction texts. -I can talk about different types of books.	unfamiliar words that I have learned. -I can use story language in my own storytelling. -I can apply vocabulary from reading across the curriculum.	

Literacy – Writing			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Mark Making and Early Writing -I can make marks for different purposes. -I can give meaning to the marks I make. -I can draw pictures and talk about what they represent. -I can recognise my name. -I can begin to trace and copy my name. -I can use drawing and mark making to communicate ideas.	**Mark Making and Early Writing** -I can use marks, drawings and writing to share my ideas. -I can write familiar words and labels. -I can record my ideas through pictures and emerging writing. -I can use writing in my play and learning. -I can understand that writing can be read by others.	**Mark Making and Early Writing** -I can independently choose to write during play and learning. -I can use writing for different purposes. -I can communicate my ideas through pictures and writing. -I can write independently across the curriculum. -I can write for my own meaningful purposes.	-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.
Phonic Knowledge and Spelling -I can hear sounds in words. -I can identify initial sounds. -I can begin to link sounds to letters. -I can attempt to write some letters. -I can use taught sounds when mark making and writing.	**Phonic Knowledge and Spelling** -I can use taught phonics to write words. -I can write CVC words. -I can hear and record sounds in words. -I can spell some tricky words. -I can use sound-letter correspondences when writing captions and sentences.	**Phonic Knowledge and Spelling** -I can apply taught phonics confidently in my writing. -I can spell many words using my phonic knowledge. -I can write words containing taught digraphs and trigraphs. -I can use phonically plausible spellings for unfamiliar words. -I can apply phonics automatically when writing.	

Handwriting and Letter Formation -I can hold a pencil with increasing control. -I can draw lines, circles and patterns. -I can form some recognisable letters. -I can use pre-writing patterns to develop control. -I can begin to write letters from my name correctly.	**Handwriting and Letter Formation** -I can form most taught letters correctly. -I can use the correct starting point for letter formation. -I can write my name independently. -I can form numbers correctly. -I can use a comfortable pencil grip. -I can apply taught letter families when writing.	**Handwriting and Letter Formation** -I can form letters accurately and consistently. - I can write letters with correct orientation. - I can write recognisable letters in words and sentences. -I can form numbers accurately. -I can apply handwriting skills independently.	
Composition and Sentence Building -I can talk about my ideas before writing. -I can describe pictures and events. -I can retell familiar stories orally. - I can use story language in my play. -I can sequence simple events.	**Composition and Sentence Building** -I can orally rehearse a sentence before writing. -I can write labels and simple captions. -I can write simple sentences. -I can re-read my sentence to check it makes sense. -I can retell stories using story maps. -I can use vocabulary from stories and topics in my writing.	**Composition and Sentence Building** -I can write a simple sentence. -I can begin to join simple sentences together. -I can record my own ideas independently. -I can write simple narratives. -I can write for different purposes such as stories and information texts. -I can plan and create my own story maps. -I can communicate meaning clearly through my writing.	
Writing Conventions -I can understand that writing goes from left to right. -I can know that writing communicates meaning. -I can begin to recognise spaces between words when reading.	**Writing Conventions** -I can leave finger spaces between words. -I can begin to use capital letters. -I can begin to use full stops. -I can re-read my writing to check meaning.	**Writing Conventions** -I can use finger spaces consistently. -I can use capital letters and full stops in simple sentences. -I can check my writing makes sense.	

		-I can write simple phrases and sentences that can be read by others. -I can apply taught writing conventions independently.	

Maths			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Counting and Cardinality -I can join in with counting songs and rhymes. -I can count objects accurately to 5. - I can touch count objects carefully. -I can say some numbers in order. -I can know that the last number counted tells me how many there are. -I can count everyday objects during play and learning.	**Counting and Cardinality** -I can count reliably to 10. -I can count objects arranged in different ways. -I count forwards and backwards within 10. -I can match numerals to quantities within 10. -I can understand that the total stays the same when objects are rearranged. -I can count out a given number of objects.	**Counting and Cardinality** -I can count beyond 20. -I can count forwards and backwards from different starting points. -I can recognise patterns within the counting sequence. -I can count sets accurately and efficiently. -I can apply counting skills during problem-solving activities. -I can count confidently in a range of contexts.	**<u>Number:</u>** -Have a deep understanding of numbers 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.
Number Recognition and Representation -I can recognise some numerals to 5. -I can match numerals to amounts to 5. -I can represent numbers using objects and pictures. -I can notice numbers in the environment. -I can explore different representations of numbers.	**Number Recognition and Representation** -I can recognise numerals to 10. -I can represent numbers in different ways. -I can show numbers using fingers, marks, pictures and objects. -I can recognise numbers without counting small groups. -I can explain what a numeral represents.	**Number Recognition and Representation** -I can recognise numerals beyond 10. -I can represent numbers to 20 in different ways. -I can compare different representations of a number. -I can use number knowledge independently during learning and play. -I can explain my mathematical thinking.	

Comparing Quantities -I can compare groups by looking. -I can use words such as more, less and same. -I can match objects one-to-one. -I can sort objects into groups. -I can compare small quantities.	**Comparing Quantities** -I can compare quantities within 10. -I can explain which group has more or fewer. -I can use mathematical language to compare sets. -I can identify equal groups. -I can order numbers to 10.	**Comparing Quantities** -I can compare numbers to 20. -I can explain how I know one number is greater or smaller than another. -I can order numbers confidently. -I can use comparison language independently. -I can solve practical comparison problems.	
Composition of Number -I can explore how numbers can be made using objects. -I can investigate groups of 1, 2 and 3. -I can notice different ways of making the same amount. -I can begin combining groups.	**Composition of Number** -I can explore number bonds within 5 and 10. -I can understand that numbers can be made in different ways. -I can partition numbers into smaller groups. -I can explain how I have made a number. -I can begin to recognise number patterns.	**Composition of Number** -I can recall some number bonds automatically. -I can partition and recombine numbers to 10. -I can use number composition to solve problems. -I can explain different ways to make a number. -I can apply number knowledge flexibly in different situations.	
Mathematical Reasoning and Problem Solving -I can talk about what I notice. -I can explain my thinking using simple mathematical language. -I can answer questions about numbers and quantities. -I can share my ideas with others.	**Mathematical Reasoning and Problem Solving** -I can explain how I worked something out. -I can use sentence stems to explain my thinking. -I can solve simple practical maths problems. -I can make sensible predictions. -I can discuss different ways of solving a problem.	**Mathematical Reasoning and Problem Solving** -I can explain and justify my answers. -I can solve practical maths problems independently. -I can use mathematical vocabulary accurately. -I can spot patterns and make connections. -I can apply my number knowledge to new situations.	
Patterns	**Patterns**	**Patterns**	**<u>Numerical Patterns</u>**

-I can copy simple patterns. -I can continue a repeating pattern. - can spot patterns around me.	-I can create repeating patterns. -I can identify and correct mistakes in patterns. -I can explain the rule of a pattern.	-I can create my own patterns. -I can describe patterns. -I can predict what comes next.	-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.
Counting Patterns -I can join in with counting rhymes. -I can notice numbers increasing.	**Counting Patterns** -I can count forwards and backwards within 10. -I can notice patterns in the counting sequence.	**Counting Patterns** -I can count beyond 20. -I can identify patterns in number sequences. -I can predict missing numbers.	
Relationships and Connections -I can sort and match objects. -I can notice similarities and differences.	**Relationships and Connections** -I can talk about how numbers are made. -I can notice patterns within numbers.	**Relationships and Connections** -I can make connections between numbers. -I can explain what stays the same and what changes. -I can use patterns to solve problems.	
Measure, Shape and Spatial Thinking **Pattern** -I can follow simple AB patterns. -I can spot patterns in the environment. -I can continue a repeating pattern. -I can talk about what comes next in a pattern. **Measure** -I can use the language of time to talk about routines and events. -I can compare objects by size. -I can compare objects by mass (weight).	**Measure, Shape and Spatial Thinking** **Pattern** -I can create my own repeating patterns. -I can identify mistakes in patterns. -I can explain how a pattern works. -I can explore more complex patterns. **Measure** -I can compare weights and capacities. -I can describe and compare length and height. -I can order objects by size or length.	**Measure, Shape and Spatial Thinking** **Pattern** -I can create and extend complex patterns. -I can explain pattern rules. -I can identify patterns in number and shape. -I can apply pattern skills in different contexts. **Measure** -I can apply my understanding of size, length, height, weight and capacity. -I can solve practical measure problems. -I know the days of the week.	N/A

-I can compare capacities using practical equipment. **Shape and Spatial Reasoning** -I can name circles and triangles. -I can spot circles and triangles in the environment. -I can name some four-sided shapes. -I can spot four-sided shapes in the environment. -I can talk about simple shape properties.	-I can sequence events in my day. -I can use time language such as before, after, next and yesterday. **Shape and Spatial Reasoning** -I can describe the properties of familiar 2D shapes. -I can explore and manipulate 3D shapes. -I can name some 3D shapes. -I can use positional language in play and learning.	-I can use time language confidently when talking about events and routines. **Shape and Spatial Reasoning** -I can replicate simple models and arrangements. -I can create models using shapes. -I can explore relationships between numbers and shapes. -I can talk about shape properties and compare shapes. -I can use spatial language to describe position and movement.	

Understanding the World			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Understanding the Past Through Their Own Lives -I can talk about myself and my family. -I can talk about things that happened when I was younger. -I can share special memories and experiences. -I can talk about important events in my life. -I can notice that people change as they grow.	**Understanding the Past Through Their Own Lives** -I can talk about how I have changed over time. -I can describe events from my past. -I can sequence events in my own life. -I can compare myself now to when I was younger. -I can discuss changes that happen as people grow.	**Understanding the Past Through Their Own Lives** -I can talk confidently about past experiences. -I can describe events in the correct order. -I can explain how things have changed over time. -I can compare experiences from different stages of my life. -I can use vocabulary such as before, after, past and present.	**<u>Past and Present</u>** -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.
Understanding the Past Through Stories -I can listen to stories about the past. -I can talk about characters and	**Understanding the Past Through Stories** -I can discuss similarities and differences between stories.	**Understanding the Past Through Stories** -I can compare characters, events and settings from different stories. -I can explain what is the same and	

events in stories. -I can recall important parts of a story. -I can begin to recognise that some stories happened a long time ago.	-I can identify events that happened in the past. -I can retell stories in sequence. -I can talk about how life might have been different.	different between past and present. -I can use information from stories to discuss the past. -I can ask questions about people and events from the past.	
Historical Enquiry and Observation -I can look carefully at photographs and objects. -I can talk about what I notice. -I can ask simple questions. -I can compare familiar objects.	**Historical Enquiry and Observation** -I can describe what I notice in photographs and artefacts. -I can talk about similarities and differences. -I can ask questions to find out more information. -I can use evidence from pictures and objects.	**Historical Enquiry and Observation** -I can suggest what life may have been like in the past. -I can explain what photographs and artefacts tell us. - I can ask thoughtful questions. -I can use observations to explain similarities and differences over time.	
Changes Over Time -I can notice changes in myself. -I can notice seasonal changes around me. -I can talk about celebrations and traditions I have experienced. -I can recognise that some events happen every year.	**Changes Over Time** -I can talk about how things change over time. -I can compare old and new objects. -I can describe changes within familiar routines and events. -I can recognise differences between then and now.	**Changes Over Time** -I can compare life in the past and present. -I can describe how transport, holidays or homes have changed. -I can explain simple changes over time. -I can use vocabulary such as old, new, then and now accurately.	
Significant People and Events -I can talk about people who are important to me. -I can recognise special celebrations and events. -I can learn about significant events such as bonfire night, remembrance and Christmas traditions.	**Significant People and Events** -I can learn about people who help us. - can talk about explorers and people from the past. -I can recognise that some people are remembered because they changed the world.	**Significant People and Events** -I can talk about significant people from the past. -I can explain why some events are remembered today. -I can compare significant events from different times. -I can discuss simple reasons why people or events are important.	

Understanding Myself and My Family -I can talk about myself and what makes me special. -I can talk about my family and the people who care for me. -I can share important experiences from my life. -I can describe things that are important to me. -I can recognise that all families are different.	**Understanding Myself and My Family** -I can talk about similarities and differences between families. -I can discuss roles and responsibilities within families. -I can explain how families celebrate special occasions. -I can talk about traditions that are important to me.	**Understanding Myself and My Family** -I can compare my experiences with those of others. -I can talk confidently about my family, community and experiences. -I can show respect for different family structures and traditions. -I can explain what makes people unique.	**<u>People, Culture and Communities</u>** -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
People, Communities and Belonging -I can identify people who help me at school and home. -I can follow class routines and expectations. -I can talk about my school community. -I can recognise that I belong to different groups.	**People, Communities and Belonging** -I can describe the roles of people who help us. -I can talk about how people contribute to the community. -I can recognise that communities help one another. -I can show respect for different people and roles.	**People, Communities and Belonging** -I can explain why communities are important. -I can talk about different communities I belong to. -I can recognise how people work together. -I can describe ways people help and support each other.	
Celebrations, Traditions and Festivals -I can talk about celebrations I take part in. -I can learn about celebrations such as birthdays, Diwali and Christmas. -I can recognise that different people celebrate in different ways. -I can talk about special events and traditions.	**Celebrations, Traditions and Festivals** -I can learn about Lunar New Year and Easter. -I can describe some traditions linked to celebrations. -I can compare different celebrations. -I can talk about why celebrations are important.	**Celebrations, Traditions and Festivals** -I can explain similarities and differences between celebrations. -I can talk about traditions from different cultures. -I can show respect for beliefs and celebrations that may differ from my own. -I can discuss how celebrations bring people together.	
Understanding Different Cultures and Countries	**Understanding Different Cultures and Countries**	**Understanding Different Cultures and Countries**	

-I can explore homes, places and people from around the world. -I can recognise that people may live differently from me. -I can talk about similarities and differences between people.	-I can learn about different countries and environments. -I can explore how people live in different places around the world. -I can recognise some similarities and differences between cultures. -I can use stories and non-fiction texts to learn about the wider world.	-I can compare life in this country with life in another country. -I can discuss different traditions, environments and ways of living. -I can respect differences between cultures and communities. -I can talk about what makes our world diverse.	
Respecting Differences and Diversity -I can recognise that everyone is unique. -I can be kind and respectful to others. -I can notice similarities and differences between people. -I can talk positively about myself and others.	**Respecting Differences and Diversity** -I can respect different views, beliefs and experiences. -I can talk about how people may have different lifestyles. -I can show curiosity about the lives of others. -I can ask questions respectfully.	**Respecting Differences and Diversity** -I can show understanding and respect for different cultures, beliefs and traditions. -I can talk positively about diversity. -I can discuss similarities and differences between myself and others. -I can demonstrate acceptance and inclusion in my interactions.	

The Natural World			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Observing the Natural World -I can explore the outdoor environment using my senses. -I can talk about what I can see, hear, smell and feel. -I can notice changes in the weather. -I can observe plants, animals and natural materials.	**Observing the Natural World** -I can observe living things closely. -I can talk about similarities and differences I notice. -I can use simple vocabulary to describe what I observe. -I can ask questions and share ideas about my findings. -I can notice changes happening over time.	**Observing the Natural World** -I can observe and describe features of the natural world. -I can explain what I notice using detailed vocabulary. -I can compare different environments and habitats. -I can use my observations to answer questions.	**<u>The Natural World</u>** -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

-I can ask questions about the world around me.		-I can share what I have discovered.	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.
Seasonal Change and Weather -I can talk about autumn and winter. -I can describe the weather each day. -I can notice changes in trees, plants and the environment. -I can choose appropriate clothing for different weather.	**Seasonal Change and Weather** -I can describe signs of winter and spring. -I can talk about how the weather affects people and animals. -I can compare seasonal changes. -I can observe changes in plants as they grow.	**Seasonal Change and Weather** -I can describe changes across all four seasons. -I can explain how weather changes throughout the year. -I can compare seasonal features and environments. -I can use seasonal vocabulary accurately.	
Living Things -I can identify some animals and plants. -I can talk about the basic needs of living things. -I can explore the natural environment safely. -I can recognise that living things grow and change.	**Living Things** -I can describe some features of animals and plants. -I can explain what animals and plants need to survive. -I can observe growth and change in living things. -I can compare different animals and plants.	**Living Things** I can identify a range of animals and plants. -I can describe similarities and differences between living things. -I can talk about life cycles and growth. -I can explain how living things adapt to their environments.	
Habitats and Environments -I can explore different environments. -I can talk about where animals live. -I can notice features of my local environment. -I can discuss places I have visited.	**Habitats and Environments** -I can explore environments around the world. -I can compare hot and cold places. -I can identify animals that live in different habitats. -I can talk about how environments meet the needs of living things.	**Habitats and Environments** -I can compare habitats and environments. -I can explain why animals live in places. -I can describe features of beach, city, countryside and other environments. -I can discuss how environments can change.	
Scientific Enquiry and Investigation -I can explore and investigate objects and materials. -I can ask simple questions.	**Scientific Enquiry and Investigation** -I can predict what might happen. -I can test out my ideas. -I can compare results.	**Scientific Enquiry and Investigation** -I can carry out simple investigations. -I can explain what happened and	

-I can make observations. -I can talk about what I notice.	-I can use simple scientific vocabulary.	why. -I can make predictions and check them. -I can use observations to answer questions. -I can share and discuss my findings.	

Expressive Arts and Design			
Autumn	**Spring**	**Summer**	**Early Learning Goal**
Creating with Materials -I can explore a range of materials and tools. -I can make marks using different drawing tools. -I can talk about what I have created. -I can experiment with colour, shape and texture. -I can safely use simple tools and equipment. -I can join materials together with support.	**Creating with Materials** -I can select materials for a purpose. -I can mix colours and explore different painting techniques. -I can create models using a range of materials. -I can explain my ideas before making. -I can adapt and improve my creations. -I can use tools with increasing control.	**Creating with Materials** -I can independently choose materials to create my work. -I can combine materials and techniques to achieve an effect. -I can design, make and evaluate my creations. -I can explain the choices I have made. -I can refine and improve my work. -I can create detailed models, sculptures and artwork.	**<u>Creating with Materials</u>** -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. **<u>Being Imaginative and Expressive</u>** -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.
Being Imaginative and Expressive -I can join in with songs, rhymes and action songs. -I can explore and make different sounds. -I can move in response to music. -I can engage in imaginative play. -I can use small-world resources to tell stories. -I can take on roles in my play.	**Being Imaginative and Expressive** -I can sing familiar songs from memory. -I can perform actions to music and stories. -I can use props and resources to develop storylines. -I can create my own movements and dances. -I can express ideas through role play.	**Being Imaginative and Expressive** -I can perform songs, rhymes and stories confidently. -I can invent, adapt and tell my own stories. -I can create and develop imaginative scenarios. -I can respond creatively to music. -I can perform for an audience. -I can express my ideas and	

	-I can talk about characters and events in stories.	feelings through art, music, movement and role play.	
Exploring and Evaluating -I can talk about what I like in my own work. -I can describe colours, sounds and materials I have used. -I can share my ideas with others.	**Exploring and Evaluating** -I can talk about what I have created. -I can explain what worked well. -I can listen to the ideas of others. -I can suggest changes to improve my work.	**Exploring and Evaluating** -I can evaluate my creations and performances. -I can explain my choices and ideas. -I can talk about what I would do differently next time. -I can reflect on my learning and achievements.	

British Values in Reception				
Democracy: Learning that their views matter and that they can contribute to decisions.	**Rules of Law:** Children learn that rules help keep everyone safe and happy.	**Individual Liberty:** Children develop confidence, independence and decision-making skills.	**Mutual Respect:** Children learn to value themselves and others.	**Tolerance and Understanding of Different Faiths and Beliefs:** Children learn about similarities and differences within their community and wider world.

What it looks like: - Voting for stories, songs or activities - Choosing resources independently - Sharing opinions during discussions - Contributing ideas during planning - Taking turns to speak and be heard Looking at people who help us - Opportunities to follow interests	**What it looks like:** -Following classroom routines -Understanding expectations and boundaries - Helping create class rules or charters -Learning about consequences -Taking responsibility for resources and actions -All About Me	**What it looks like:** -Busy learning -Making choices within continuous provision -Selecting resources independently -Resources are organised so that children can make their own choices - Lots of opportunities for children to express their preferences, opinions and ideas -Taking risks in a safe environment -Developing confidence in new experiences	**What it looks like:** -Sharing and turn-taking - Working collaboratively - Listening to others' ideas - Showing kindness and empathy - Celebrating individual achievements -Specific texts linked to respect - Learning about different cultures and celebrations	**What it looks like:** -Exploring different celebrations and festivals -Reading diverse books and stories -Learning about different families and cultures -Discussing similarities and differences -Respecting different viewpoints and experiences
Linked Curriculum Areas: • PSED • Communication & Language • Oracy	**Linked Curriculum Areas:** • PSED • Physical Development • Communication & Language	**Linked Curriculum Areas:** • PSED • Expressive Arts & Design • Communication & Language	**Linked Curriculum Areas:** • PSED • Communication & Language • Oracy	**Linked Curriculum Areas:** • Understanding the World • Literacy • Communication & Language
Sparkle Values link: • Loyalty	**Sparkle Values link:** • Safety	**Sparkle Values link:** • Perseverance • Aspiration	**Sparkle Values link:** • Respect • Kindness	**Sparkle Values link:** • Equality