

Reception curriculum

Reception - Personal, social and emotional development – Self-regulation and managing self

I can's for over the Reception year	Early Learning Goals
<p>Self-regulation</p> <ul style="list-style-type: none"> - I can select and use activities and resources independently. - I am outgoing towards unfamiliar people and more confident in new social situations. - I can show confidence in asking adults for help and identify when I do not need help. - I welcome and value praise for what I have done. - I willingly participate in a wide range of activities and enjoy the responsibility of carrying out small tasks. - I can show enthusiasm and excitement when anticipating and engaging in certain activities. - I am confident to speak to others about own needs, wants, interests and opinions. - I can describe myself in positive terms and talk about my abilities. - I am confident to speak in a familiar group and talk about my ideas. - I can accept the needs of others and I can take turns and share resources, sometimes with support from others. - I can usually adapt my behaviour to different events, social situations and changes in routine. - I can start to negotiate and solve problems without aggression, e.g., when someone has taken my toy. - I am aware of boundaries set and of behavioural expectations in the class. - I know that some behaviour is unacceptable. <p>Emotions</p> <ul style="list-style-type: none"> - I am aware of my own feelings, and know that some actions and words can hurt others' feelings. - I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. - I 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. - I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences. <p>Health and self-care</p> <ul style="list-style-type: none"> - I can tell adults when I'm hungry or tired or when I want to rest or play. - I understand that equipment and tools have to be used safely. - I can usually manage washing and drying hands. - I am dry and clean during the day. - I can choose to eat a healthy range of food and understand the need for variety in food. - I can show some understanding about good practices with regard to exercise, eating, sleeping, hygiene, including oral hygiene (brushing teeth). 	<p>Self-regulation</p> <ul style="list-style-type: none"> -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 focussed attention to what teachers say, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> -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.

<ul style="list-style-type: none"> - I can show understanding of the need for safety when tackling new challenges, and consider and manage some risks. - I can dress and undress independently. 	
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Reception - Personal, social and emotional development – Building relationships

I can's for over the year	Early learning goal
<ul style="list-style-type: none"> -I can build constructive and respectful relationships. -I can play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with other children. - I can demonstrate friendly behaviour. - I can start conversations. - I can listen to and take account of what others say. - I can play co-operatively, taking turns with others. - I can seek a familiar adult to gain emotional support and practical help in difficult situations. - I can express my feelings. - I can consider the feelings of others. I can think about the perspectives of others. 	<ul style="list-style-type: none"> -I can work and play cooperatively and take turns with others. -I can form positive attachments to adults and friendships with peers. -I can show sensitivity to my own and to others' needs.

Reception - Communication and language – Listening and attention

Autumn	Spring	Summer	Early learning goal
<p>Listening and attention</p> <ul style="list-style-type: none"> - I can turn to listen to my friends or my teacher and respond appropriately. - I can listen and then follow a two-part instruction. - I can remember and join in with rhymes and stories I like. - I can begin to listen and comment on what is happening. 	<p>Listening and attention</p> <ul style="list-style-type: none"> - I can listen and comment on what is happening. - I can ask questions about my favourite books. - I can choose a book or game that might be different from my friends and tell you why. - I can play and listen to my friends at the same time. 	<p>Listening and attention</p> <ul style="list-style-type: none"> - I can listen attentively in a range of situations like in a class group, small group, when playing or one to one. - I can listen to stories and guess what might happen next. - I can tell you what I think about stories, ask questions and listen to what my friends think. 	<ul style="list-style-type: none"> - 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.

<p>Understanding</p> <ul style="list-style-type: none"> - I can find the right tool for a job. - I can follow instructions using prepositions. - I can respond to a string of requests one after another (not quickly). - I can begin to ask and respond to 'why' questions. 	<ul style="list-style-type: none"> - I can listen to stories and begin to guess what might happen next. - I can begin to listen attentively in a range of situations like in a class group, small group, when playing or one to one. <p>Understanding</p> <ul style="list-style-type: none"> - I can respond to a string of requests one after another with confidence. - I can begin to ask and respond to 'how' questions. - I can follow a story with props and pictures. - I can remember key points from a story told with props or pictures. 	<ul style="list-style-type: none"> - I can listen to what my friends and teachers say and comment on what they are saying, ask questions or respond to a question while - I am playing with something else. <p>Understanding</p> <ul style="list-style-type: none"> - I can respond quickly to a series of instructions. - I can remember key points from a story told without props or pictures. - I can follow instructions involving several ideas or actions. - I can answer 'how' and 'why' questions about my experiences and in response to stories or events. - I can ask 'how' and 'why' questions about my experiences and about stories or events. - I can laugh at funny rhymes and jokes. 	<ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
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Reception - Communication and language – Speaking

Autumn	Spring	Summer	Early Learning Goal
<p>Sentences</p> <ul style="list-style-type: none"> -I can explain in simple sentences, including ordering. <p>Grammar</p> <ul style="list-style-type: none"> -I can use language when recalling past experiences. <p>Vocabulary</p> <ul style="list-style-type: none"> -I can learn new vocabulary. -I can develop social phrases. <p>Rhymes and Songs</p> <ul style="list-style-type: none"> -I can learn new songs. <p>Language and Role Play</p>	<p>Sentences</p> <ul style="list-style-type: none"> -I can articulate my ideas and thoughts in well-formed sentences. -I can connect one idea or action to another using a range of connectives. <p>Grammar</p> <ul style="list-style-type: none"> -I can begin to use a range of tenses (e.g. play, playing, will play, played) <p>Vocabulary</p> <ul style="list-style-type: none"> -I can use new vocabulary through the day. 	<p>Sentences</p> <ul style="list-style-type: none"> -I can describe events in some detail. -I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -I can retell a story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. <p>Grammar</p>	<ul style="list-style-type: none"> -I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary; -I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

<p>-I can use vocabulary to express imaginary events in play.</p> <p>Questions</p> <p>-I can begin to express my needs using appropriate questions.</p>	<p>Rhymes and Songs</p> <p>-I can learn new rhymes.</p> <p>Language and Role Play</p> <p>-I can engage in imaginary role play sometimes building stories around toys and objects.</p> <p>Questions</p> <p>-I can continue to express my needs using appropriate questions.</p>	<p>-I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Vocabulary</p> <p>-I can use new vocabulary in different contexts.</p> <p>Rhymes and Songs</p> <p>-I can learn new poems.</p> <p>Language and Role Play</p> <p>-I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.</p> <p>Questions</p> <p>-I can begin to express my needs using appropriate questions.</p>	<p>-I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>
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Reception - Physical development – Fine motor skills

Fine motor development skills - I can's for over the EYFS phase

Fine motor linked to Dough gym

- I can explore malleable materials (gloop, dough, clay, plasticine)
- I can manipulate malleable materials purposefully.
- I can show control in my shoulder pivot (ribbons, brushes).
- I can show control in my elbow pivot.
- I can show control in my wrist pivot.

Fine motor linked to Funky finger activities

- I can use my pincer grip to pick up tiny objects (small balls, peas, sequins, small pegs to put into a peg board, etc), and use other larger objects such as clothes pegs.
- I can thread small and large objects – buttons, beads, cut up straw, etc.
- I can use and manipulate a pair of tweezers to pick up objects and drop them.
- I can scoop and transport objects of different sizes from one place to another.
- I can post objects into small or large containers.
- I can hold a paintbrush with a comfortable grip and use good control as I paint.

- I can use equipment to glue and paste.
- I can stack objects one on top of the other.
- I can position and post shapes into a posting box.
- I can position puzzle pieces to complete a simple jigsaw.
- I can twist/unscrew lids to open or close containers.
- I can fasten and unfasten large/small buttons.

I can's for over the Reception year	Early learning goal
<ul style="list-style-type: none"> - I can show preference for a dominant hand. - I can use a comfortable grip with good control when holding pens and pencils - I am working towards using a tripod grip. - I can use a range of one-handed tools competently, safely and confidently, including pencils, paintbrushes, scissors, and cutlery. 	<ul style="list-style-type: none"> - 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.

Reception - Physical development – Gross motor skills

Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> - I can run skilfully and negotiate space successfully. - I can jump off an object and land appropriately using hands, arms and body to stabilise and balance. - I can make attempts to climb. - I can grasp and release with two hands to throw and catch a large ball, beanbag or an object 	<ul style="list-style-type: none"> - I can adjust my speed or direction to avoid obstacles. - I can practise and perfect my skills when: rolling - crawling - walking - jumping - running - hopping - skipping – climbing. - I can further develop and perfect a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> - I can progress towards a more fluent style of moving, with developing control and grace. - I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - I can combine different movements with ease and fluency. - I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - I can develop overall body-strength, balance, co-ordination and agility. - I can develop the overall body strength, co-ordination, balance and 	<ul style="list-style-type: none"> - I can negotiate space and obstacles safely, with consideration for myself and others; - I can demonstrate strength, balance and coordination when playing; - I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

		agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	
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Reception – Literacy – Writing

Autumn	Spring	Summer	Early learning goals
<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> - I can confidently identify sounds from my own name or in other words. - I can hear initial sounds in words and sometimes can represent them with a letter. - I can hear final sounds in words and sometimes can represent them with a letter. <p>Handwriting</p> <ul style="list-style-type: none"> - I can start to write identifiable letter shapes and letters. - I can begin to form ladder letters correctly. <p>Composition</p> <ul style="list-style-type: none"> - articulating ideas and structuring them in speech, before writing. - I can ascribe meaning to other marks like on signage. - I can give meaning to my marks as I write. - I can confidently ascribe meaning to my mark making. <p>Physical</p>	<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> - I can write dominant sounds in words. - I can write some phase 2 common irregular words. - I can begin to write some phase 3 common irregular words. <p>Handwriting</p> <ul style="list-style-type: none"> - I can begin to form some lower case letters correctly. - I can form recognisable letters, some of them correctly. <p>Composition – articulating ideas and structuring them in speech, before writing.</p> <ul style="list-style-type: none"> - I can use some identifiable letters to communicate meaning and use them to write labels and captions. - I can begin to rehearse what I write orally before writing. - I can begin to use full stops and finger spaces in the correct places. - I can use my phonic knowledge to write words in ways, which match my spoken sounds. 	<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> - I can use phonetically plausible attempts at spelling. - I can write some phase 3 common irregular words. - I can spell some words correctly and others are phonetically plausible. <p>Handwriting</p> <ul style="list-style-type: none"> - I can begin to form capital letters correctly. - I can form most lower case letters correctly, <p>Composition – articulating ideas and structuring them in speech, before writing.</p> <ul style="list-style-type: none"> - I can read back my writing. - I can start to use full stops, finger spaces and capital letters in the correct places. - I can write simple sentences which can be read by myself and others. 	<ul style="list-style-type: none"> - 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.

<ul style="list-style-type: none"> - I can use tools for mark making with control. - I can grip using five fingers or preferably two fingers and thumb for control. 	<ul style="list-style-type: none"> - I can talk about sentences and start to write short sentences. <p>Physical</p> <ul style="list-style-type: none"> -I can consistently use a tripod grasp. 		
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Reception – Literacy – Reading

Autumn	Spring	Summer	Early learning goal
<p>Early Phonics</p> <ul style="list-style-type: none"> -I can find my own rhymes. <p>Word Reading</p> <ul style="list-style-type: none"> - I can identify sounds in words, in particular, initial sounds. - I can read individual letters by saying the sounds for them. - I can consistently recognise my own name. <p>Book Handling</p> <ul style="list-style-type: none"> - I can understand print can have different purposes - I can understand we read English text from left to right and from top to bottom. <p>Comprehension</p> <ul style="list-style-type: none"> - I can talk about events and characters in books. - I can answer Blank Level 2 questions about a story. 	<p>Word Reading</p> <ul style="list-style-type: none"> - I can blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - I can read a few common exception words matched to the school’s phonic programme. <p>Comprehension</p> <ul style="list-style-type: none"> - I can make suggestions about what might happen next in a story. - I can answer Blank Level 3 <p>Questions.</p> <ul style="list-style-type: none"> - I can use vocabulary and events from stories in my play. 	<p>Word Reading</p> <ul style="list-style-type: none"> - I can read some letter groups that each represent one sound and say sounds for them. - I can read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. - I can re-read familiar books to build up my confidence in word reading and fluency. <p>Comprehension</p> <ul style="list-style-type: none"> - I can re-read familiar books to build up my understanding and enjoyment. - I can re-read what I have written to check that it makes sense. 	<p>Word Reading ELG</p> <ul style="list-style-type: none"> -I can say a sound for each letter in the alphabet and at least 10 digraphs; -I can read words consistent with my phonic knowledge by sound-blending; -I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. <p>Comprehension ELG</p> <ul style="list-style-type: none"> -I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary; -can anticipate – where appropriate – key events in stories; - can use and understand recently introduced vocabulary during

			discussions about stories, non-fiction, rhymes and poems and during role-play
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Reception – Mathematics – Number

Autumn	Spring	Summer	Early learning goal
<p>Oral counting</p> <ul style="list-style-type: none"> - I can count forwards to 10 - I can begin to count backwards from 10-0 - I can work with numbers to 6 in different ways, missing numbers, one more/one less - I can begin to count on from a number up to 10. <p>Recognising/ordering numerals</p> <ul style="list-style-type: none"> - I can recognise numerals 1-6 - I can order numerals 1-6 <p>Counting objects</p> <ul style="list-style-type: none"> - I can count up to 6 objects from a larger group. - I can accurately count a set of objects and match to the correct numeral from 1-6. - I can count an irregular arrangement of up to 5 objects. <p>Subitise (recognise number of objects without counting)</p> <ul style="list-style-type: none"> - I can use fast recognition to subitise up to 4 objects. - I can separate a group of up to and including 4 objects in different ways, and recognise that the total is still the same. 	<p>Oral counting</p> <ul style="list-style-type: none"> - I can begin to count beyond 10. - I can confidently count backwards from 10-0. - I can work with numbers to 8 in different ways, missing numbers, one more/one less - I can confidently count on from a number up to 10. <p>Recognising numerals</p> <ul style="list-style-type: none"> - I can recognise numerals 1-8 - I can order numerals 1-8. <p>Counting objects</p> <ul style="list-style-type: none"> - I can count up to 8 objects from a larger group. - I can accurately count a set of objects and match to the correct numeral from 1-8. - I can count an irregular arrangement of up to 8 objects. <p>Subitise/composition/Number Bonds</p> <ul style="list-style-type: none"> - I can use fast recognition to subitise up to 5 objects. - I can separate a group of up to and including 5 objects in different ways, and recognise that the total is still the same. - I can begin to recall double facts to 6 	<p>Oral counting</p> <ul style="list-style-type: none"> - I can count beyond 20 - I can begin to count backwards from 20-0 - I can work with numbers to 10 in different ways, missing numbers, what comes before and after a given number. <p>Recognising numerals</p> <ul style="list-style-type: none"> - I can recognise numerals 1-10 - I can order numerals 1-10. <p>Counting objects</p> <ul style="list-style-type: none"> - I can count up to 10 objects from a larger group. - I can accurately count a set of objects and match to the correct numeral from 1-10. - I can count an irregular arrangement of up to 10 objects. <p>Subitise/ composition/Number Bonds</p> <ul style="list-style-type: none"> - I can begin to use fast recognition to subitise beyond 5 objects. - I can begin to separate a group of objects in different ways beyond 5, and recognise that the total is still the same. - I can recall some double facts to 10 	<p>Mathematics</p> <p>ELG: Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -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. <p>ELG: Numerical patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of 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;

<p>- I can compare quantities using language of more than and less than to 5.</p> <p>Representing numerals</p> <p>- I can recognise and place numerals 1-6 in order and represent using symbols and marks.</p> <p>- I can write numerals to 6.</p> <p>Calculations</p> <p>- I can say one more or one less than a number to 5.</p> <p>- I can begin to use the vocabulary involved in adding.</p> <p>- I can practically find one more or one less from a group of objects within 1-5.</p> <p>- I can practically add two single digit numbers up to 5.</p> <p>- I can practically subtract two single digit numbers up to 5.</p>	<p>- I can begin to recall some number bonds to 3, including subtraction facts.</p> <p>- I can estimate how many objects I can see and check by counting the up to 5.</p> <p>- I can compare quantities using language of more than and less than to 7.</p> <p>Representing numerals</p> <p>- I can recognise and place numerals 1-8 in order and represent using symbols and marks.</p> <p>- I can write numerals to 8.</p> <p>Calculations</p> <p>- I can say one more or one less than a number to 7</p> <p>- I can practically find one more or one less from a group of objects within 1-7.</p> <p>- I can begin to use the vocabulary involved in adding and subtracting.</p> <p>- I can record a simple addition/subtraction number sentence up to 7.</p> <p>- I can find the total number of items in two groups by counting all of them up to 7.</p> <p>- I can begin to find the total of items in two groups by 'counting on' up to 7.</p> <p>- I can find one more or one less from a group of up to 7 objects.</p> <p>- I can practically subtract two single digit numbers up to 7.</p> <p>- I can begin to identify odd and even numbers to 6.</p>	<p>- I can recall number bonds to 5, including subtraction facts.</p> <p>- I can estimate how many objects I can see and check by counting the up to 10.</p> <p>- I can compare quantities using language of more than and less than to 10.</p> <p>Representing numerals</p> <p>- I can represent a number to 10 using marks and symbols.</p> <p>- I can write numerals to 10</p> <p>Calculations</p> <p>- I can say one more or one less than a number to 10.</p> <p>- I can practically find one more or one less from a group of objects within 1-10.</p> <p>- I can begin to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>- I can record a simple addition/subtraction number sentence up to 10.</p> <p>- I can find the total number of items in two groups by counting all of them up to 10.</p> <p>- I can begin to find the total of items in two groups by 'counting on' up to 10.</p> <p>- I can find one more or one less from a group of up to 10 objects.</p> <p>- I can practically subtract two single digit numbers up to 10.</p> <p>- I can begin to identify odd and even numbers to 10.</p>	<p>-Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	- I can begin to share quantities equally up to 6.	- I can begin to share quantities equally up to 10.	
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Reception – Mathematics – Shape, space and measure

Autumn	Spring	Summer	Early Learning Goal
<p>Pattern -I can copy repeating patterns.</p> <p>Position -I can explore and demonstrate my understanding of positional language (in/on/under/on top/behind/in front).</p> <p>Shape - I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. - I can name the 6 basic 2D shapes and can describe their properties (sides, corners, curved, straight). - I can start to make more meaningful pictures, patterns and arrangements with shapes.</p> <p>Measure - I can use everyday language to talk about size, weight and capacity (heavy/ light/ long/ small/ tall/ short/ full/ empty) - I can compare two objects by size, weight and capacity and can identify a given property. (heaviest/ lightest/ longest/ smallest/ tallest/ shortest/ full/ empty)</p>	<p>Pattern -I can continue repeating patterns.</p> <p>Position -I can begin to use positional language (in/on/under/on top/behind/in front) in activities.</p> <p>Shape - I can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (R) - I can recall some names from 3D shapes.</p> <p>Measure - I can use comparative language like taller, shorter, the same, longest, shortest, medium/middle sized. - I can compare three objects by size, weight and capacity, using comparative language.</p>	<p>Pattern -I can create repeating patterns.</p> <p>Position -I can use a range of positional language.</p> <p>Shape - I can talk about and explore 3D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. - I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Measure -I can confidently compare length, weight and capacity.</p>	<p>No ELG in the new Curriculum</p>

Reception –Understanding the world – Past and present, people, culture and communities

Autumn	Spring	Summer	Early learning goal
<p>I can enjoy joining in with family customs and routines.</p> <ul style="list-style-type: none"> - I can talk about members of my immediate family and community. - I can name and describe people who are familiar to me. - I can remember and talk about significant events in my own experience. - I can start to show an interest in different occupations and ways of life. - I can recognise that people have different beliefs and celebrate special times in different ways. (Diwali, Christmas) - I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g, making and drinking tea - Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> -I can understand that other children do not always enjoy the same things, and I am sensitive to this. - I can understand that some places are special to members of my community. (Church, Temple, Mosque) - I can learn that I have similarities and differences that connect me to and distinguish me from others. - I can draw information from a simple map - I can recognise some environments that are different to the one in which I live. 	<ul style="list-style-type: none"> -I can see similarities and differences between myself and others, and among families, communities, cultures and traditions. - I can recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> - I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. - I can 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 – map - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Reception –Understanding the world – The natural world

I can's for over the Reception year	Early learning goal
<ul style="list-style-type: none"> - I can ask questions about aspects of my familiar world such as the place where I live or the natural world. - I can talk about some of the things I have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and

<ul style="list-style-type: none"> - I can talk about why things happen and how things work. – mechanical equipment, construction kits, - I can start to develop an understanding of growth, decay and changes over time. Life cycles – caterpillars, chicks, frogs - I can show care and concern for living things and the environment. - I can talk about the features of my own immediate environment and how contrasting environments may vary from one another (village school, city school, town/city, village/town) - I can make observations of animals and plants and explain why some things occur, and talk about changes. Life cycles of flowers/plants - I know about similarities and differences in relation to places, objects, materials, and living things, in both my immediate and contrasting environments. 	<p>drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> - 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.
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Reception – Expressive arts and design

I can's for over the Reception year	Early Learning Goals
<p>Overarching principal – to provide the children with a range of materials and tools; to teach them to use equipment with care and precision; to teach the different techniques for joining materials; teach the children all about the use of colour and develop colour mixing techniques; provide opportunities for children to work together to develop and realise creative ideas.</p> <p>Creating with materials</p> <ul style="list-style-type: none"> - I can create in a collaborative manner, sharing my ideas, the resources available and my skills. - I can explore, use and refine my artistic skills to express my ideas and feelings - I can build on my previous learning to refine my ideas - I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. - I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - I can join construction pieces together to build and balance. - I can explore colour and how colours can be changed. - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Creating with materials</p> <ul style="list-style-type: none"> -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. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teachers. -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

Overarching principal – to provide the children with lots of opportunities to sing along to songs and rhymes (including call-and-response songs); introduce the children different kinds of music from across the globe, including traditional and folk music from Britain; encourage the children to notice and use: a steady beat, tap rhythms, move to the pulse in music; encourage children choregraph their own dance moves, learn steps and techniques and traditional dances from around the world

Being imaginative and expressive

- I can develop a storyline in my pretend play.
 - I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
 - I can engage in imaginative role play experiences based on first hand experiences.
 - I can use available resources to create props to support role play.
 - I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
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- I can explore and engage in music making and dance, on my own or within a group
 - I can watch and talk about dance and performance art, and I can respond and express my feelings
 - I can listen attentively to music, and respond or express my feelings through movement or talk.
 - I can sing on my own, and in a group trying to match the pitch and melody.
 - I can begin to move rhythmically.
 - I can enjoy joining in with dancing and ring games.
 - I can tap out simple repeated rhythms.
 - I can explore and learn how sounds can be changed.