

Roman Road Primary School - Reception

Reception	Autumn 1			Autumn 2		
	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6
Theme/Topic	Welcome	Myself	Myself	Myself	Myself	Celebrations
Personal and Emotional Development	<p>I can usually tolerate delay when needs are not immediately met,</p> <p>I can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>I can understand wishes may not always be met.</p> <p>I can show confidence in asking adults for help.</p>	<p>I can play in a group extending and elaborating my ideas. (e.g. building up a role play activity with other children)</p> <p>I can demonstrate friendly behaviour,</p>	<p>I can play in a group extending and elaborating my ideas. (e.g. building up a role play activity with other children)</p> <p>I can initiate conversations and form good relationships with peers and familiar adults.</p>	<p>I can begin to accept the needs of others</p> <p>I can be confident to talk to other children when playing and can communicate freely about my own home and community.</p>	<p>I can show that I am more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>I can take turns and share resources, sometimes with support from others.</p>
Physical Development	<p>I can tell adults when I am hungry or tired or when I want to rest or play.</p> <p>I can gain more bowel and bladder control and can attend to my toileting needs most of the time.</p> <p>I can usually manage washing and drying hands.</p>	<p>I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>I can hold a pencil near the point between first two fingers and thumb and use it with good control.</p> <p>I can copy some letters, e.g. letters from my name</p>	<p>I can mount stairs, steps or climbing equipment using alternate feet.</p> <p>I can walk downstairs, two feet to each step while carrying a small object.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>I am beginning to use anticlockwise movement and retrace vertical lines.</p> <p>I am beginning to form recognisable letters.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>I can understand that equipment and tools have to be used safely.</p> <p>I can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>I can show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>
Communication and Language	<p>I can use vocabulary focused on objects and people that are of particular importance to me.</p>	<p>I can use talk in pretending that objects stand for something else in play, e.g., <i>'This box is my castle.'</i></p> <p>I can extend vocabulary, especially by grouping and naming,</p>	<p>I can explore the meaning and sounds of new words.</p>	<p>I am beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p>	<p>I can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p>	<p>I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>
Literacy	<p>I enjoy rhyming and rhythmic activities.</p> <p>I can show awareness of rhyme and alliteration.</p> <p>I can recognise rhythm in spoken words.</p> <p>I can listen to and join in with stories and poems, one-to-one and also in small groups</p> <p>Core Book: Rainbow Fish Elmer</p>	<p>I can join in with repeated refrains</p> <p>I can sometimes give meaning to marks as I draw and paint.</p> <p>Core Book: Owl Babies Our House</p>	<p>I can anticipate key events and phrases in rhymes and stories.</p> <p>I can ascribe meanings to marks that I see in different places.</p> <p>Core Book: My little sister Doris</p>	<p>I can sometimes give meaning to marks as I draw and paint.</p> <p>I can listen to stories with increasing attention</p> <p>Core Book: Shark in the park Sound of the sea</p>	<p>I can write my own name</p> <p>I can recall stories</p> <p>Core Book: Lima's red hot Chile The very Hungry caterpillar</p>	<p>I can ascribe meanings to marks that I see in different places.</p> <p>I can listen to stories with increasing attention and recall.</p> <p>I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p>

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Mathematical Development	<p>I can use some number names</p> <p>I can use some number names accurately in play.</p>	<p>I can use number language spontaneously.</p> <p>I can recite numbers in order to 10.</p>	<p>I know that numbers identify how many objects are in a set.</p> <p>I can count up to three or four objects by saying one number name for each item.</p> <p>I can count actions or objects which cannot be moved.</p>	<p>I know that numbers identify how many objects are in a set.</p> <p>I can recognise numerals 1 to 5.</p> <p>I can count actions or objects which cannot be moved.</p>	<p>I can recognise numerals 1 to 5.</p> <p>I can count objects to 10</p>	<p>I can count and recognise numerals and objects to 10</p>
Understanding of the World	<p>I know some of the things that make them unique,</p>	<p>I can talk about some of the similarities and differences in relation to friends or family.</p>	<p>I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>I can comment about aspects of my familiar world.</p>	<p>I can ask questions about aspects of my familiar world.</p>	<p>I can recognise and describe special times or events for family or friends.</p>
Expressive Arts and Design	<p>I enjoy joining in with dancing and ring games.</p>	<p>I can sing a few familiar songs.</p>	<p>I can explore what happens when I mix colours.</p> <p>I realise tools can be used for a purpose.</p>	<p>I can explore and learn how sounds can be changed (what sounds can you make with your body)</p>	<p>I can explore the different sounds of instruments.</p> <p>I am beginning to be interested in and describe the texture of things.</p>	<p>I am beginning to move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>I can use movement to express feelings.</p> <p>I can create movement in response to music.</p>
Educational Visits / Workshop Special events				<p>Visit to the Toy Museum</p>	<p>Children create their own Christmas cards.</p>	<p>Pantomime</p>

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Reception	Spring 1			Spring 2		
	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6
Theme/Topic	Growing and Changing	Growing and Changing	Growing and Changing	Transport	Transport	Transport
Personal and Emotional Development	<p>I can keep play going by responding to what others are saying or doing.</p> <p>I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>I can select and use activities and resources with help.</p>	<p>I can welcome and value praise for what I have done.</p> <p>I can enjoy the responsibility of carrying out small tasks.</p>	<p>I can initiate conversations, attend to and take account of what others say.</p> <p>I can describe myself in positive terms and talk about my abilities.</p>	<p>I can explain my own knowledge and understanding, and ask appropriate questions of others.</p>	<p>I can welcome and value praise for what I have done.</p> <p>I can describe myself in positive terms and talk about my abilities.</p>
Physical Development	<p>I can negotiate space successfully when playing racing and chasing games with other children,</p> <p>I can use a pencil and hold it effectively to form recognisable letters</p>	<p>I can negotiate space and adjusting speed or changing direction to avoid obstacles.</p> <p>I am beginning to form recognisable letters.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>I can travel with confidence and skill around, under, over</p> <p>I am beginning to form recognisable letters.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>I can travel with confidence and skill through balancing and climbing equipment.</p>	<p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>I can catch a large ball.</p>
Communication and Language	<p>I can use talk to connect ideas,</p> <p>I can link statements and stick to a main theme or intention.</p>	<p>I can use talk to connect ideas, explain what is happening</p> <p>I can link statements and stick to a main theme or intention.</p>	<p>I can recall and relive past experiences (talk about holiday)</p>	<p>I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events.</p>	<p>I can build up vocabulary that reflects the breadth of my experiences.</p>	<p>I can build up vocabulary that reflects the breadth of my experiences.</p>
Literacy	<p>I can hear and says the initial sound in words.</p> <p>I can segment the sounds in simple words and blend them together and know which letters represent some of them.</p> <p>Core Book: Titch Jaspers beanstalk</p>	<p>I can give meaning to marks I make as I draw, write and paint.</p> <p>I can hear initial sound in words.</p> <p>Core Book: Avacado baby The very hungry caterpillar</p>	<p>I can say the initial sound in words.</p> <p>I am beginning to break the flow of speech into words.</p> <p>I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Core Book: The Enormouse turnip Pumpkin soup</p>	<p>I can segment the sounds in simple words and blend them together and know which letters represent some of them.</p> <p>I can enjoy an increasing range of books.</p> <p>I can write my own name and other things such as labels, captions.</p>	<p>I am beginning to read words</p> <p>I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p>	<p>I am beginning to read simple sentences.</p>
Mathematical Development	<p>I can recite numbers in order to 10.</p> <p>I can count and recognise numerals and objects to 10</p> <p>I can use the language of 'more' and 'fewer'</p>	<p>I can estimate how many objects I can see and checks by counting them.</p> <p>I can use the language to compare two sets of objects.</p>	<p>I can use positional language.</p> <p>I am beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>I can select a particular</p>	<p>I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>I can select a particular named shape.</p>	<p>I can record, using marks that I can interpret and explain.</p> <p>I am beginning to identify own mathematical problems based on own interests and fascinations.</p>	<p>I can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, I</p>

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			named shape.	I can order two or three items by length or height. Core Book: A truck stuck in the muck The naughty bus	Using quantities and objects, I can add two single-digit numbers and count on or back to find the answer. Core Book: What ever next The train ride	can add two single-digit numbers and count on or back to find the answer. I can solve problems, including doubling, halving and sharing. Core Book: Mr Gumpy's outing
Understanding of the World	I can recognise and describe special times or events for family or friends. I can comment and asks 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.	I can talk about why things happen and how things work.	I can talk about past and present events in my own life and in the lives of family members. I know about similarities and differences between myself and others, and among families, communities and traditions.	I know about similarities in relation to places, objects, materials and living things.	I know about differences in relation to places, objects, materials and living things. I know that information can be retrieved from computers
Expressive Arts and Design	I can explore and learns how sounds can be changed. I can explore colour and how colours can be changed. I can explore what happens when I mix colours.	I enjoy joining in with dancing and ring games. I can sing a few familiar songs.	I realise tools can be used for a purpose.	I can explore the different sounds of instruments. I can explore what happens when I mix colours.	I can experiment to create different textures. I can understand that different media can be combined to create new effects.	I can manipulate materials to achieve a planned effect. I realise tools can be used for a purpose.
Educational Visits / Workshop Special events	Science Museum			Police visit		Easter cards Easter Bonnet African food event

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Reception	Summer 1			Summer 2		
	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6
Theme/Topic	Traditional Tales	Traditional Tales	Traditional Tales	Minibeast	Minibeast	Minibeast
Personal and Emotional Development	I can be confident to speak to others about my own needs, wants, interests and opinions.	I can understand that my own actions affect other people, for example, become upset.	I can comfort another child when they realise they have upset me	I am aware of the boundaries set, and of behavioural expectations in the setting.	I am beginning to be able to negotiate problems without aggression.	I am beginning to solve problems without aggression, e.g. when someone has taken my toy.
Physical Development	I can travel with confidence and skill around, under, over and through balancing and climbing equipment.	I am beginning to form recognisable letters.	I can catch a large ball.	I can show increasing control over an object in pushing,	I can show increasing control over an object in throwing,	I can show increasing control over an object in kicking it.
Communication and Language	I can use talk to connect ideas,	I can use talk to explain what is happening I can question why things happen and give explanations. I can ask e.g. <i>who, what, when, how.</i>	I can use talk to anticipate what might happen next, recall and relive past experiences. I can use language to imagine and recreate roles and experiences in play situations.	I can express myself effectively, showing awareness of listeners' needs.	I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	I can develop my own narratives and explanations by connecting ideas or events.
Literacy	I am beginning to be aware of the way stories are structured. I can show interest in illustrations and print in books and print in the environment Core Book: Goldilocks The three little pigs	I can describe main story settings, events and principal characters. Core Book: The ginger bread man Jack and the beanstalk	I can suggest how the story might end. Core Book: Little red riding hood	I can link sounds to letters, naming and sounding the letters of the alphabet. I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. I can use my phonic knowledge to write words in ways, which match their spoken sounds. I can write simple sentences which myself and others can read. Core Book: The very hungry caterpillar Aaaaa spider	I can attempt to write short sentences in meaningful contexts. I can use my phonic knowledge to write words in ways, which match their spoken sounds. I can write some irregular common words. Core Book: The very greedy bee The bad tempered ladybird	I know that information can be retrieved from books and computers I can write simple sentences Some words are spelt correctly and others are phonetically plausible. Core Book: The woman who ate a fly Snail trail Mad about minibeast
Mathematical Development	I can say the number that is one more than a given number. I can find one more or one	I can order two or three items by length or height. I can order two items by weight or capacity.	Revision and consolidation on children's needs.	I can find the total number of items in two groups by counting all of them.	In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.	I can count reliably with numbers from one to 20, place them in order and say which number is one more or one

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	less from a group of up to five objects, then ten objects.					less than a given number. Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer. I can solve problems, including doubling, halving and sharing.
Understanding of the World	I am developing an understanding of growth, decay and changes over time. I show care and concern for living things and the environment.	I can look closely at similarities, differences, patterns and change.	I can talk about the features of my own immediate environment and how environments might vary from one another.	I can comment about aspects of my familiar world. I can make observations of animals and plants I know that information can be retrieved from computers	I can asks questions about aspects of my familiar world. I can explain why some things occur, and talk about changes. I know that information can be retrieved from computers	I can make observations of animals and plants and explain why some things occur, and talk about changes. I know that information can be retrieved from computers
Expressive Arts and Design	I can introduce a storyline or narrative into my play.	I can play alongside other children who are engaged in the same theme.	I can play cooperatively as part of a group to develop and act out a narrative.	I can represent my own ideas, thoughts and feelings through design and technology	I can represent my own ideas, thoughts and feelings through, art, music, dance, role-play and stories.	I can represent my own ideas, thoughts and feelings through, music, dance, role-play and stories.
Educational Visits / Workshop Special events					Zoo Beckton park	Sports day Transition to year 1