



Milestone 0 - Reception Coverage and Progression

Communication and Language		
Children in reception will be learning to:	Emerging	Expected
Understand how to listen carefully and why listening is important.	<ol style="list-style-type: none"> 1. I am beginning to listen during carpet time 2. I am learning to listen to rhymes 3. I can lay and listen to sounds you make or play 	<ol style="list-style-type: none"> 1. I know when to listen 2. I can listen for an extended period of time (5-10 mins) 3. I can tell you about what you just said or what I just heard
Learn new vocabulary.	<ol style="list-style-type: none"> 1. I am learning new vocabulary all the time 2. I am beginning to use new vocabulary in play 	<ol style="list-style-type: none"> 1. I have an increasing vocabulary to draw on in conversation 2. I know how to speak appropriately for the subject 3. I can use new vocabulary instantly

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Use new vocabulary through the day.	<ol style="list-style-type: none"> 1. I am listening to new vocabulary modelled to me 2. I am attempting to use new vocabulary 	<ol style="list-style-type: none"> 1. I can use new vocabulary during the day 2. I can use new vocabulary when it is appropriate
Ask questions to find out more and to check they understand what has been said to them.	<ol style="list-style-type: none"> 1. I am beginning to answer questions asked to me by an adult 2. I am beginning to show understanding when asked a question 	<ol style="list-style-type: none"> 1. I can answer any question asked I show clear understanding of what has been said to me I 2. will follow instructions
Articulate their ideas and thoughts in well-formed sentences.	<ol style="list-style-type: none"> 1. I am beginning to use full sentences in my PDR 2. I am beginning to use full sentences in my play 3. I will listen to an adult modelling and beginning to copy 	<ol style="list-style-type: none"> 1. I can speak clearly 2. I can speak in full sentences 3. I am speaking in full sentences with a variety of vocabulary

Connect one idea or action to another using a range of connectives.	1. I will give a review using a simple sentence	1. I will give a review using a variety of connectives (and, then, before, first)
Describe events in some detail.	1. I am beginning to describe events in my play	1. I can easily describe orally the events of my morning or afternoon

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Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	<ol style="list-style-type: none"> 1. I can think out loud about things 2. I am beginning to talk with others to solve problems 3. I am hearing adults say 'I think' 'you could' and 'it might be' as models 	<ol style="list-style-type: none"> 1. I can think aloud to solve a problem 2. I will clearly talk to my friends in play and in learning 3. I use words like 'I think its...', 'you could ...' and 'it might be...'
Develop social phrases.	1. I am beginning to learn social phrases like good morning, good bye and please and thank you	1. I clearly know social phrases and use them correctly
Engage in storytimes.	1. I can listen and I am beginning to want to answer questions	1. I always listen and then attempt to answer questions which show comprehension of the story.

Listen to and talk about stories to build familiarity and understanding.	<ol style="list-style-type: none"> 1. I can select a familiar story for you to read 2. I have a favourite story 3. I can tell you one character name 	<ol style="list-style-type: none"> 1. I can listen to a story and decide if I have enjoyed it 2. I can tell you my favourite book and the characters within it 3. I can tell you the problem within a story 4. I can tell you how a story works out
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<ol style="list-style-type: none"> 1. I am beginning to participate in role play around the story 2. I am beginning to be familiar with a favourite story 3. I will use some of my own words to describe a story 	<ol style="list-style-type: none"> 1. I can role play the weeks story 2. I can be a character from a story 3. I can tell you the plot 4. I can tell you what happens <p>3. I can walk a story through using my own words to describe the part we are at</p>
Use new vocabulary in different contexts.	1. I am beginning to use story talk	2. I can talk like the story through the day, 'I'm going on a bear hunt', mmm Gruffalo crumble

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Listen carefully to rhymes and songs, paying attention to how they sound.	<ol style="list-style-type: none"> 1. I can listen to rhyme or song 2. I can begin to say if I enjoyed the rhyme or song 	<ol style="list-style-type: none"> 1. I can listen to a rhyme or song and repeat it 2. I can use rhyme to have fun (even if it doesn't make sense) 3. I can respond appropriately to a song that requires a response
Learn rhymes, poems and songs.	1. I am beginning to learn a rhyme, a poem and a song	1. I know a rhyme, a poem and a song off by heart
Engage in non-fiction books.	1 Looking at non fiction books	1. I know non fiction is a book of information
Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	<ol style="list-style-type: none"> 1. I am using non fiction to find information with an adult 2. I am beginning to learn two non fiction facts about a subject I have 3. a new word to share from our fact finding 	<ol style="list-style-type: none"> 1. I know to use non fiction to found out some facts that are true 2. I know four facts about a subject from a non fiction book (adult read) 3. I can share new words around the subject from my facts

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Personal, Social and Emotional Development

Children in reception will be learning to:	Emerging	Expecting
See themselves as a valuable individual.	<p>I am beginning to initiate a conversation.</p> <p>I can tell you what I like.</p> <p>I can tell you about my family.</p> <p>I have a sense of pride in myself.</p>	<p>I can initiate a conversation. I can tell you what I don't like and why I don't like it. I can tell you about my family's roles and interests.</p> <p>I am a confident individual.</p>

Build constructive and respectful relationships.	<p>I am beginning to listen to an adult.</p> <p>I am beginning to listen to my friend.</p> <p>I am beginning to be kind to others.</p> <p>I am beginning to have regular friends that are good for me. I can make the right choice most of the time.</p>	<p>I can listen to an adult.</p> <p>I can listen to my friend.</p> <p>I can be kind to others. I have regular friends that are good for me.</p> <p>I can make the right choice all of the time.</p> <p>I need little support from an adult to make the right choice.</p>
Express their feelings and consider the feelings of others.	<p>I am beginning to model the right choice during times when the whole class are together.</p> <p>I am beginning to gain more praise for my right choices.</p> <p>I am beginning to understand the class rewards system.</p>	<p>I can model the right choice during times when the whole class are together.</p> <p>I am consistently gaining more praise for my right choices.</p> <p>I understand the class rewards system.</p>

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<p>Show resilience and perseverance in the face of challenge.</p>	<p>I am beginning to observe other children's work.</p> <p>I am beginning to compliment my friends good work.</p> <p>I am learning how to review my friend's model and make suggestions for improvement.</p>	<p>I can observe other children's work and tell them what I like.</p> <p>I can complement my friend's good work.</p> <p>I can positively review my friend's model and make suggestions for improvement.</p>
<p>Identify and moderate their own feelings socially and emotionally.</p>	<p>I am beginning to be able to calm myself down after I become upset.</p>	<p>I can calm myself down. I can recognise when I am not making the right choice.</p>

<p>Think about the perspectives of others.</p>	<p>I can listen to a story and think about the feelings of the characters.</p> <p>I can think about challenges within our circle times.</p>	<p>I can offer talk to understand how a character maybe feeling.</p> <p>I can talk and solve challenges with simple solutions within the circle time.</p>
<p>Manage their own needs.</p>	<p>I am beginning to understand the need for hygiene with adult support.</p>	<p>I can manage my own hygiene. I can choose a healthy snack. I understand why I need fruit and veg</p>

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Physical Development

Children in reception will be learning to:	Emerging	Expected
<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 	<p>I am beginning to move by...</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping climbing 	<p>I can confidently roll. I can confidently crawl.</p> <p>I can confidently:</p> <ul style="list-style-type: none"> - walking - jumping - running - hopping - skipping climbing

<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>I am learning to move confidently.</p> <p>I can do a physical challenge when instructed and extended by an adult.</p> <p>I am beginning to climb higher.</p> <p>I am beginning to jump farther.</p> <p>I am beginning to run faster. I am beginning to be still for more than one minute.</p>	<p>I can move with confidence, control and grace.</p> <p>I can successfully complete a physical challenge.</p> <p>I can run faster.</p> <p>I can climb higher.</p> <p>I can jump farther. I can challenge myself physically.</p> <p>I can be still and quiet.</p>
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<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>I can get out of breath easily. I am learning to spin within squiggle. I can seesaw. I can slide. I can move my full body during squiggle dance time. I am beginning to bounce on a space hopper.</p>	<p>I know why I get out of breath. I move with coordination and balance – independently. I can squiggle in a spiral dance. I can squiggle in a laid down 8. I can bounce on a space hopper and move fast.</p>
<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I can do a simple dough disco. (moves 1-5) I am beginning to cut with knives. I am beginning to mark make for squiggle. I can hold a spoon to eat.</p>	<p>I can dough disco with many moves. I can create my own dough disco moves. I can cut shapes with scissors. (not templates) I can cut soft things with knife. I can draw with a variety of apparatus. I can mark make within squiggle. I can use cutlery with confidence.</p>
<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>I can sit on the floor with my legs stretched out. I can sit on the floor with my legs bent underneath me. I am beginning to cross my legs.</p>	<p>I can sit on the floor with my legs crossed. I can sit with my arms folded. I can sit on a chair. I can sit at a table with my legs underneath the table.</p>
<p>Combine different movements with ease and fluency.</p>	<p>I can move around an obstacle course with adult support. I can jump over a line. I can lay on a cushion.</p>	<p>I can confidently move around an obstacle course. I can jump into and out of a hoop. I can skip with a skipping rope, turned by an adult.</p>

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<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>I am beginning to use small apparatus outside.</p> <p>I am beginning to use large apparatus outside.</p> <p>I can use small world to role play.</p> <p>I can build with blocks.</p> <p>I can climb a slide steps.</p>	<p>I can use balls correctly.</p> <p>I can manage a wheel barrow.</p> <p>I can build a den.</p> <p>I can use a slide.</p> <p>I can roll a tyre.</p> <p>I can use the monkey bars.</p>
<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>I am learning to:</p> <p>Throw a ball</p> <p>Catch a ball</p> <p>Kick a ball</p> <p>Pass a ball</p> <p>I can hold a bat.</p> <p>I am developing confidence of movement with balls.</p>	<p>I can throw a ball.</p> <p>I can aim at something when I throw.</p> <p>I can catch a ball.</p> <p>I can kick a ball.</p> <p>I can kick a ball at a target.</p> <p>I can pass a ball.</p> <p>I can hold a bat to hit a ball.</p> <p>I am confident in my movement and handling of balls.</p>
<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>I can do 5 squiggle drawings.</p> <p>I can mark make.</p> <p>I can add letters to my marks.</p> <p>I can squiggle the movements in marks in the squiggle zone.</p> <p>I am beginning to form letters from my squiggle.</p>	<p>I have completed squiggles 9 letter formation dances and drawings.</p> <p>I can write letters.</p> <p>I can write letters correctly.</p> <p>I can write using letters.</p> <p>I can write my first and second name.</p>

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<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian 	<p>I can tell you about why I brush my teeth.</p> <p>I can tell you why I eat fruit.</p> <p>I can tell you why I hold an adult’s hand near the road.</p>	<p>I can tell you about why raising my heart rate is good for me.</p> <p>I understand the five a day rule.</p> <p>I know lots of time on my device isn’t good for me.</p> <p>I understand the need for sleep.</p> <p>I understand how to cross the road safely.</p>
<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes • personal hygiene 	<p>I am beginning to line up without fuss when asked.</p> <p>I can tell when in the routine it is time for dinner.</p> <p>I know I need to wash my hands.</p>	<p>I can line up and show you I’m ready.</p> <p>I can tell you our daily routine.</p> <p>I know when we eat snack.</p> <p>I know why I need to wash my hands and when.</p>

Literacy		
Children in reception will be learning to:	Emerging	Expected
Read individual letters by saying the sounds for them.	I can tell you 13 initial sounds.	I know all 26 letter sounds.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	I am beginning to blend sounds to read short phonetic words.	I can blend phonetic sounds to read short words.

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Read some letter groups that each represent one sound and say sounds for them.	I am beginning to sound sh, ch, th.	I can sound out with phonic knowledge shop, chop, that, chin. I can tell you ee I can tell you igh I am reading longer words.
Read a few common exception words matched to the school's phonic programme.	I can read my name.	I can read and recognise my red words.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	I am beginning to read.	I can read age appropriate book.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	I am beginning to read at home.	I can read my reading book at home.
Form lower-case and capital letters correctly.	I can form letters from the alphabet.	I can write capital letters.
Spell words by identifying the sounds and then writing the sound with letter/s.	I can write five simple words. (up, at, I, me, my)	I can spell my red words.

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Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<p>I can mark make for my review.</p> <p>I can read my review mark making and tell you what it says.</p> <p>I am beginning to add initial sounds for words.</p>	<p>I can write a short sentence. I can use a full stop.</p> <p>I can use finger spaces. I can use and to extend my short sentence.</p> <p>I can use a capital letter. I can read my sentence to you.</p> <p>You can read my writing and understand it.</p>
Re-read what they have written to check that it makes sense.	I read my review sentence to you.	You can read my review sentence without me.

Mathematics		
Children in reception will be learning to:	Emerging	Expected
Count objects, actions and sounds.	<ol style="list-style-type: none"> 1. I can count out 3 objects when asked and then I'm beginning to count out objects to 5 2. I am beginning to say how many when counting with support 	<ol style="list-style-type: none"> 1. I can count out objects to 10 2. I can match objects to number amounts 3. I can tell you how many by counting out loud 4. I can guess 'how many' with near

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	<ol style="list-style-type: none"> 3. I can count 'how many' out loud with support 4. I can give you 4,5,6, objects when asked with support 5. I can sing a simple counting rhyme with you, for example 1,2,3,4,5 once I caught a fish alive 6. I can count in my play based learning 7. I can count with a group to find an answer <p>I am beginning to recognise numbers to 10</p>	<p>accuracy showing I know 'how many' that number might look like in objects</p> <ol style="list-style-type: none"> 5. When you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence 6. I can sing and action a counting song, for example one little duck went swimming on e day (forwards) 7. I know when to use my counting skills I can recognise numbers to 10 and beyond (to 20)
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Subitise.	<ol style="list-style-type: none"> 1. I am beginning to use a dice to recognise numbers through dots 2. I am working daily with objects 1,2,3,4,5 to be able to recognise instantly the number the represent 3. I can show you 1,2,3,4,5 on my fingers 	<ol style="list-style-type: none"> 1. I can roll a dice and tell you the number I land on 2. I can recognise instantly 1-6 objects or dots 3. I can tell you numbers as they are revealed to me 4. I can show you 5-10 on my fingers
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Link the number symbol (numeral) with its cardinal number value.	<ol style="list-style-type: none"> 1. I am beginning to understand the value of 1-5 2. I am beginning to use Numicon to display numbers value 3. I am exploring other ways to record number quantities (tallies, dots and number cards) 	<ol style="list-style-type: none"> 1. I can show in objects the value of 1-10 2. I can show you a number identity with Numicon pieces 3. I can record number quantities with tallies, dots and numbers 4. I can write numbers 0-10
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Count beyond ten.	<ol style="list-style-type: none"> 1. I am beginning to count to 10 independently 2. I am beginning to count beyond 10 3. I can recognise a number line 4. I am looking for numbers in my environment to recognise <p>I can recognise numbers to 10</p>	<ol style="list-style-type: none"> 1. I can count beyond 10 to 20 independently 2. I can count in 10's to 100 3. I can count along a number line 4. I can recognise numbers in the environment and tell you what they might be I recognise that my counting in tens looks like 10,20,30,40, 50 ...
Compare numbers.	<ol style="list-style-type: none"> 1. I am beginning to compare number amounts 1,2,3,4,5 2. I can recognise when the number is the same in amounts 3. I am beginning to talk about mounts as more than and less than, fewer and equal to 	<ol style="list-style-type: none"> 1. I can compare number amounts up to 20 2. I can recognise and say this amount is the same and I'm beginning to understand 'equal to' 3. I can distribute an amount evenly to recipients (snack to peers), cubes in a game, cards in a card game
Understand the 'one more than/one less than' relationship between consecutive numbers.	<ol style="list-style-type: none"> 1. I can understand 1 and then one more makes 2 2. I can count 1,2,3,4,5 with objects and add one more to make the next number 3. I can sing simple songs predicting how many when we add one more 4. I can complete a simple jigsaw 	<ol style="list-style-type: none"> 1. I can understand one more when asked 'one more than ...' to 10 2. I can count 1-10 adding one more object to make the correct amount 3. I can line up 10 and tell you 1 less back to 0 4. I can complete an age appropriate jigsaw puzzle
Explore the composition of numbers to 10.	<ol style="list-style-type: none"> 1. I know my numbers 1,2,3,4,5 and I can match objects or Numicon 2. I am beginning to understand numbers represented on a dice 3. I am beginning to double my numbers 1,2,3,4 and 5 	<ol style="list-style-type: none"> 1. I can tell the doubles of 1,2,3,4,5 2. I can show doubles in objects 3. I can write the doubles in a simple number sentence $1+1=2$, $2+2=4$ 4. I can mental recall doubles when asked

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<p>Automatically recall number bonds for numbers 0–10.</p>	<ol style="list-style-type: none"> 1. I am beginning to divide up my 10 objects into two groups. 2. I am beginning to know $5+5=10$ (with adult modelling number sentence) 3. I am beginning to know $2+2=4$ 4. I am beginning to know $1+1=2$ 5. I am beginning to use my number knowledge to solve everyday problems 	<ol style="list-style-type: none"> 1. I know 'how many' added makes 2-10 by dividing groups into two 2. I know $1+2=3$, $3+2=5$, $3+3=6$, $3+4=7$, $4+4=8$, $5+4=9$ 3. I can tell you in a problem how many more we need to make the number to 10 4. I can use a number frame and tell you how many more to make the number <p>I have mastered the technique of knowing how many make the number to 10</p>
<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<ol style="list-style-type: none"> 1. I can find a simple shape when asked 2. I can build with a variety of construction 3. I can select blocks to build a structure 4. I can begin to copy a simple 2D pattern <p>I can build with 3D shapes</p>	<ol style="list-style-type: none"> 1. I can build and then come back and restructure with additions the next day I can name 2D shapes including pentagons, hexagons and octagons 2. I can complete a complex puzzle
<p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>	<ol style="list-style-type: none"> 1. I am beginning to make pictures with shapes 2. I can make patterns with several sided shapes <p>I can begin to recognise shapes in my environment</p>	<ol style="list-style-type: none"> 1. I can add to my simple 2D shape picture by exploring the combining of shapes to make new ones 2. I can find a 2D shape in the environment <p>I can find a 3D shape in the environment</p>

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Continue, copy and create repeating patterns.	<ol style="list-style-type: none"> 1. I am beginning to continue and replicate patterns (AB, ABB, ABBC) 2. I am beginning to see mistakes in a pattern I am enjoying exploring patterns 	<ol style="list-style-type: none"> 1. I can make an independent pattern and challenge my friend to complete it 2. I can easily see a mistake in a pattern and correct it I enjoy making patterns and challenging myself to improve the complexity
Compare length, weight and capacity.	<ol style="list-style-type: none"> 1. I can use the words long and short 2. I can use the words heavy and light 3. I am exploring the scales for balance purposes 4. I can use the words full and empty 	<ol style="list-style-type: none"> 1. I can tell you if it is longer or shorter than a pencil 2. I can order two things according to length 3. I can order two things according to weight 4. I can order two things saying which will hold the most

Understanding the World		
Children in reception will be learning to:	Emerging	Expected
Talk about members of their immediate family and community.	<p>I can draw my family. I can tell you about them from my drawing. I can share a family photo that is a happy memory.</p>	<p>I can tell you what my family likes and dislikes. I can tell you what they do when I'm at school.</p> <p>I can share something from home to tell you more about my family.</p> <p>I can answer questions about my family life.</p>

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Name and describe people who are familiar to them.	I know who I can ask to help me in school. I know the name of the head teacher what they do. I know the school secretary and what they do.	I can tell three members of staff from the school and their roles. I can tell you what people in our community do to help us.
Comment on images of familiar situations in the past.	I can tell you 'this is old'.	I can explore old artifacts and tell you why they are old.

Compare and contrast characters from stories, including figures from the past.	I can tell you if a character in a story is old. I can tell you if this story is about the past. I am beginning to learn traditional stories from the past. Guy Fawkes, Christmas story, Easter story	I can tell you about the present. I can tell you a story from the past. I can tell you a fairy tale. I can tell you the theme from the tale. I can tell you about the characters. I can tell you a traditional tale from another culture.
Draw information from a simple map.	I can show you a map. I can explore a simple map. I can make a treasure map with X marking the treasure spot.	I can explore a google map of our school. I can show you features. I can look at a local street or railway map and explore our area.

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<p>Understand that some places are special to members of their community.</p>	<p>I can tell the building is a church.</p> <p>I can go to assembly to worship.</p> <p>I can listen to people from different religions and cultures with interest.</p>	<p>I can tell you it's a church, synagogue, Mosque, Gurudwara.</p> <p>I can tell you characteristics of other religions and cultures.</p> <p>I can tell you what places of worship are near our school.</p> <p>I can ask a visitor questions about different religions and cultures.</p>
<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I can tell you about my beliefs.</p> <p>I can tell you what my family celebrate.</p> <p>I can explore our schools collective worship time.</p>	<p>I can talk about my beliefs and celebrations with passion.</p> <p>I can tell you about someone else and what they believe and celebrate.</p> <p>I celebrate differences with a positive attitude.</p>
<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>I can tell you where I live – town and country.</p> <p>I can tell you about where I live, my home style and favourite thing to do here.</p> <p>I am beginning to know about people around the world.</p>	<p>I can tell you about a place in the world I would like to go and why.</p> <p>I can explore a different country.</p> <p>I can see this country is different to where I live. I can explore a celebration of a different kind and tell you what I liked.</p>
<p>Explore the natural world around them.</p>	<p>I can play outdoors.</p>	<p>I can explore my outdoor environment.</p> <p>I can explore my outdoors to experience changes, weather and physical challenges.</p>

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<p>Describe what they see, hear and feel whilst outside.</p>	<p>I can observe the natural world outside my classroom. I am beginning to use descriptive words to describe what I see outdoors. I can identify a plant. I can identify an animal.</p>	<p>I can use my senses to explore the natural world. I can climb to explore. I can explore unfamiliar areas in the outdoors. I can show you I'm interested in the outdoors I can tell you familiar plants and name them. I can tell the difference between bushes and trees. I can say bird names familiar to my outdoors. I can say animal names.</p>
<p>Recognise some environments that are different to the one in which they live.</p>	<p>I can tell you I live in a town. I can tell you the nearest city.</p>	<p>I can tell you where I live and describe its features. I can tell you about the countryside and why it's different to where I live. I can tell you it's natural. I can tell you it's manmade.</p>
<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>I can talk about the weather. I can tell you if I need a coat. I observe changes in weather. I am beginning to learn about the seasons.</p>	<p>I can tell you about winter. I can tell you about spring. I can tell you about summer. I can tell you about Autumn.</p>

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Expressive Arts and Design		
Children in reception will be learning to:	Emerging	Expected
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>I can mix colours and know the colour I want to create.</p> <p>I can create my own independent creations.</p>	<p>I can mix colours and add white or black correctly to get the colour I want.</p> <p>I can create creations over a few days.</p> <p>I can observe my creation and make changes.</p> <p>I create creations in a team.</p>
<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>I can choose a song I like to dance to.</p>	<p>I can move my body in a variety of ways to a song I like.</p> <p>I can listen to a variety of music.</p> <p>I like to listen to different styles of music.</p>
<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>I can watch a simple performance.</p> <p>I can tell you if I like a show I've watched.</p>	<p>I can watch a performance with enjoyment.</p> <p>I can tell you about the show I watched and discuss.</p>
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>I can sing on my own.</p> <p>I can sing in a group.</p>	<p>I can sing in tune.</p> <p>I can sing in a group making it sound nice.</p>

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<p>Develop storylines in their pretend play.</p>	<p>I can pretend play.</p> <p>I can imaginative play.</p>	<p>I can use enhancements to extend my pretend play.</p> <p>I can create or ask for enhancements to extend my imaginative play.</p>
<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can engage in music making.</p> <p>I can explore music.</p> <p>I can dance along.</p> <p>I can do a simple performance.</p>	<p>I can engage in music and follow a story map creating a musical accompaniment.</p> <p>I can perform in a performance.</p> <p>I can dance in a sequence of learnt moves.</p>

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