



Anfield Road Primary School

There is only one thing that makes a dream impossible to achieve:

The fear of failure.



Reception Termly Progression Overview



Anfield Road Primary School



At Anfield Road Primary School, we want to ensure that all of the children in our EYFS are given the best possible start to their early education. All staff are committed to creating a fully immersive engaging curriculum that provides the essential knowledge that children need to prepare them for their future success. Every Learning Challenge is enhanced by visitors, visits and experiences giving our children everything they need for what comes next in their learning and development.

At Anfield Road Primary School, we love exploring the world around us!

See how many of these challenges you can do before you leave Reception!

Idea

ART

10

Things to do before you leave



Fun!



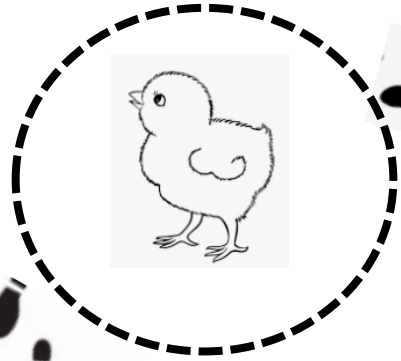
Take part in a performance



Visit a farm



Visit Stanley Park



Look after an animal



Take a walk in a forest



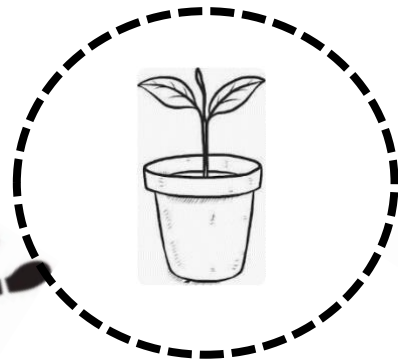
Ride a bike



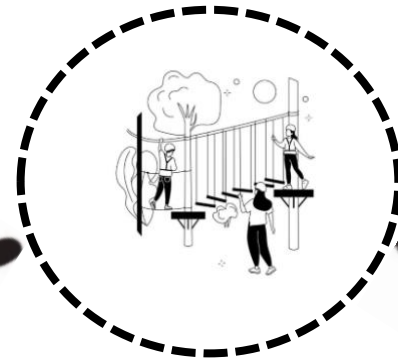
Visit a cafe



Visit a library



Grow a plant



Complete an adventure course





Reception Termly Check Points



Communication and Language: Listening, Attention and Understanding (English)

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Listen to others 1:1, in small groups and whole class • Enjoy and engage when listening to stories, rhymes and songs • Listen in familiar and new situations. • Engage in stories that are familiar and new with interest and enjoyment • Maintain attention in whole class and small group contexts for a short time • Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important • Shift attention when required e.g. when given a clear prompt - 'name' and understand they need to look at who is talking to them and think about what they are saying 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Listen attentively in a range of situations and know how to listen carefully • Maintains attention, concentrates, and sits quietly during appropriate activity for a sustained amount of time • Listen to and talk about stories to build familiarity and understanding • Engage with stories, rhymes and songs, joining in with repeated refrains and actions 	<ul style="list-style-type: none"> • Listen and continue with an activity for a short time • Listen carefully to rhymes and songs, paying attention to how they sound e.g. in rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary



Reception Termly Check Points

Communication and Language: Speaking (English)

Speaking ELG

Children at the expected level of development will:

- 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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Use sentences of 4-6 words. • Sing a large repertoire of songs e.g. nursery rhymes or numbers songs • Begin to use social phrases e.g. 'Good Morning!' • Start a conversation with peers and familiar adults and continue it for many turns • Use a wider range of vocabulary • Understand and answer simple questions e.g. what colour are the Gruffalo's eyes? • Understand and use different emotions (Wellcomm; happy, sad, angry, scared) 	<ul style="list-style-type: none"> • Use talk to pretend objects stand for something else in play (using new vocabulary during role play) • Offer explanations for why things happen • Recount events that happen in their day, using explanations of when and why • Use talk to clarify thinking, connect ideas and share thinking with others • Articulate their ideas and thoughts in well-formed sentences • Retell/create own stories for teacher scribing • Use simple conjunctions 'and', 'because'. • Use talk to help work out problems and organise thinking and activities • Identify, define and use prepositions, prepositional phrases and objects of the preposition (Linked to T4W story- Rosie's Walk) 	<ul style="list-style-type: none"> • Recount an event in the correct order and some detail • Give some details that they know are important and will influence the listener E.g. "Joseph fell over that stone, Oliver didn't push him" • Express ideas about feelings and experiences. • Articulate their ideas in a sentences • Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?" • Articulate and create an imaginary story of their own in play or in writing • Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" • Use new vocabulary in different contexts. • Use past, present, and future tenses I conversation with peers and adults • Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner" • Demonstrate use of past tense verbs, such as "ran" or "fell" (but may still get confused)



Reception Termly Check Points

PSED: Self-Regulation

Self-Regulation ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Be confident to speak to others about needs, wants, interests and opinions • Describe themselves in positive terms and talk about own abilities • Choose their own equipment that is necessary to complete a task • Show enthusiasm and excitement when anticipating and engaging in certain activities • Able to share how they are feeling during the 'check in' part of their PSHE lesson 	<ul style="list-style-type: none"> • Be confident to try new activities • Say when they like some activities more than others • Be confident to speak in a familiar group • Be happy to talk about their own ideas • Choose the resources they need for a given activity • Say when they do and do not need help 	<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 immediate impulses when appropriate • Give focused attention to what they teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or activities



Reception Termly Check Points



PSED: Building Relationships

Building Relationships ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Initiate conversations, attending to and taking account of what others say• Explain own knowledge and understanding and ask appropriate questions of others• Take steps to resolve conflicts and attempt to find compromise (with support)• Be able to share resources with their peers (little adult support)	<ul style="list-style-type: none">• Play cooperatively with others and taking account of their ideas• Be happy to listen to others and their ideas for a moving play or a task forward• Show sensitivity to feelings of others• Form positive relationships with other children and adults• Be able to share resources independently with their peers	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to other own and to others' needs



Reception Termly Check Points

PSED: Managing Self

Managing Self ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Select and use activities and resources with help • Enjoy the responsibility of carrying out tasks • Be confident to talk to others when playing • Show confidence in asking adults for help • Have awareness of keeping teeth clean and the importance of healthy eating • Contribute, understand and follow class rules • Can independently remove and put on coat • Can independently dress themselves for outdoors (waterproofs and wellies) • Can independently manage their own basic needs (toilet brushing teeth) 	<ul style="list-style-type: none"> • Welcome and value praise • Willingly participate in a range of activities • Show enthusiasm and excitement when anticipating and engaging in certain activities • Be confident in speaking in front of small groups • Describe themselves in positive terms and talk about their own abilities • Show resilience and perseverance in the face of challenge • Be outgoing towards unfamiliar people and be increasingly confident in new social situations • Can independently dress themselves for PE 	<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, toileting and the importance of healthy food choices



Reception Termly Check Points

Physical Development: Gross Motor (P.E)

Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Move freely with confidence in a range of ways (walking, crawling, running and jumping) • Mount stairs, steps or climbing equipment using alternative steps • Stand momentarily on one foot • Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed 	<ul style="list-style-type: none"> • Move freely with confidence in a range of ways (rolling, hopping and climbing) • Start to experiment with different types of movement • Jump off objects safely and carefully • Negotiate space carefully • Travel with confidence and skill when moving around, under, over and through various equipment • Show increasing control when throwing catching and kicking a ball 	<ul style="list-style-type: none"> • Move freely with confidence in a range of ways (skipping, balancing and climbing higher) • Negotiate space and obstacles safely with consideration for themselves and others • Demonstrate strength, balance and coordination • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Independently ride a balance bike



Reception Termly Check Points

Physical Development: Fine Motor

Fine Motor Skills ELG

Children at the expected level of development will:

- 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.



Autumn Term

Spring Term

Summer Term

Pre-Writing		Letter Strings			
Pictures Picture tells a story to convey message	Random Scribble Starting point at any point of paper	Scribble Writing Progression is from left to right	Symbols Symbols that represent letters	Random Letters Letters have no relationship	Letter Strings Letter strings move from L to R and move down the page

- Form letters from their name correctly.
- Recognise that after a word there is a space
- Show a dominant hand.
- Write from left to right and top to bottom
- Begin to form some recognisable letters
- Can use a knife, fork and spoon independently
- Can carry their own tray and dinner time

Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.

- Holds a pencil effectively to form recognisable letters
- Know how to form clear ascenders and descenders

Syllables Represented	Inventive Spelling	Transitional Spelling
A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident.

- Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated (using instrokes and outstrokes)
- Include spaces between words.
- Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly



Reception Termly Check Points

Literacy: Comprehension (English)

Comprehension ELG

Children at the expected level of development will:

- 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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Can hold a book the right way up and turn some pages appropriately • Know that text in English is read top to bottom and left to right • Know the difference between text and illustrations • Recognise some familiar words in print, e.g., own name or advertising logos • Explain in simple terms what is happening in a picture in a familiar story • Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories • Respond to prediction questions linked to text and illustrations, e.g. What do you think will happen next? • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts • Sequence up to three events from a familiar story, using puppets, small world and pictures from book or role-play 	<ul style="list-style-type: none"> • Use a story map or picture clues to help read a simple text • Show understanding of some words and phrases in a story that is read aloud to them • Retell stories in the correct sequence, draw on language patterns of stories e.g. and the wind blew • With prompting, show understanding of many common words and phrases in a story that is read aloud to them • Suggest how an unfamiliar story read aloud to them might end • Give a simple opinion on a book they have read, when prompted 	<ul style="list-style-type: none"> • Correctly sequence a story or event using pictures and/or Captions and include new vocabulary • Make simple, plausible suggestions about what will happen next in a book they are reading • Know the difference between different types of texts (fiction, nonfiction, poetry) • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted • Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme • Innovate a known story with support • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment • Innovate a well-known story with support



Reception Termly Check Points

Literacy: Word Reading (phonics)

Word Reading ELG

Children at the expected level of development will:

- 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 phonic knowledge, including some common exception words

Autumn Term		Spring Term		Summer Term																
<ul style="list-style-type: none"> • Hear general sound discrimination and be able to orally blend and segment VC and CVC words • Read individual phonemes by saying the sounds for them (Set 1 single letter sounds) • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Word Time 1.1 to 1.4) • Spell using Fred Fingers (Word Time 1.1 to 1.4) 		<ul style="list-style-type: none"> • Read individual phonemes by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Word Time 1.1 to 1.5) • Blend sounds into words, so that they can read 3-sound nonsense words • Read a few common exception words matched to RWI Ditties • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Spell using Fred Fingers (Word Time 1.1 to 1.4) 		<ul style="list-style-type: none"> • Read four double consonants (ll, ff, ss, zz). • Read first six Set 2 sounds (ay, ee, igh, ow, oo, oo) • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Re-read what they have written to check that it makes sense (consistent with their phonic knowledge) • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Word Time 1.6 and 1.7) • Blend sounds into words, so that they can read 4-sound nonsense words • Spell using Fred Fingers (Word Time 1.6 and 1.7) 																
<table border="1"> <tr> <td>Set 1 Sounds Group A</td> <td></td> <td>Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers</td> </tr> <tr> <td>Set 1 Sounds Group B</td> <td></td> <td>Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers</td> </tr> </table>	Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	<table border="1"> <tr> <td>Set 1 Sounds Group C</td> <td></td> <td>Read all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers</td> </tr> <tr> <td>Ditties PCM</td> <td></td> <td>Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers</td> </tr> </table>	Set 1 Sounds Group C		Read all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	<table border="1"> <tr> <td>Red Ditty Books</td> <td></td> <td>Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers</td> </tr> <tr> <td>Green</td> <td></td> <td>Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers</td> </tr> </table>	Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers
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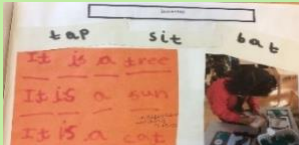
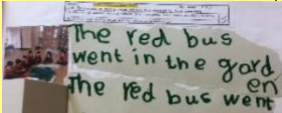
Reception Termly Check Points

Literacy: Writing (English)

Writing ELG

Children at the expected level of development will:

- 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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Write own name • Write some initial Set 1 single letter sounds • Write simple words (CV/CVC) • Begin to record simple captions and labels using Set 1 single letter sounds 	<ul style="list-style-type: none"> • Write some initial sounds • Write simple sentences using VC and CVC words • Record simple captions and labels using Set 1 single letter sounds and Set 1 Special Friends (I can see a..., Pin it on a...) • Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces 	<ul style="list-style-type: none"> • When writing use Set 1 sounds (including Special Friends and Double Consonants) to support what is being written • Retell favourite stories using story language and time connectives e.g "First, Next, Then, Finally". • 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 



Reception Termly Check Points



Mathematical Development: Number/Numerical patterns (Maths)

Number ELG

Children at the expected level of development will:

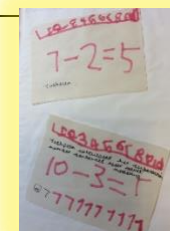
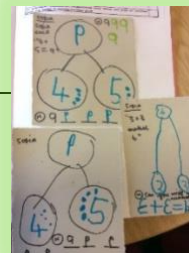
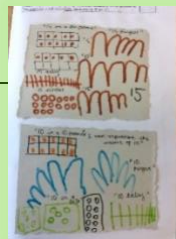
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Count up to 3 or 4 objects by saying one number name for each item • Counting objects to 10 and beginning to count beyond 10 • Counting out up to 6 objects from a larger group • Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects • Recognising numbers or personal significance 	<ul style="list-style-type: none"> • Begin to use 'teens' to count beyond 10 • Count an irregular arrangement of up to 10 objects • Find one more or one less from a group of up to 5 objects then up to 10 • Estimating how many objects they can see and checking by counting them • Use the language of 'more' and 'fewer' to compare sets of objects • Understand 5, 6, 7 and all manipulations of the number • Have a deep understanding of number to 10, including the composition of each number • Subitise up to 5 	<ul style="list-style-type: none"> • Automatically recall number bonds up to 5 and some number bonds to 10, including double facts • Verbally count beyond 20, recognizing 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. • Understand addition up to 5 using all combinations then 6, 7, 8, 9 and 10 • Begin to use the vocabulary involved in adding and subtracting including counting on and back • Find the total number of items in two groups by counting all of them





Reception Termly Check Points



Understanding the World: Past and Present (History)

Past and Present ELG

Children at the expected level of development will:

- 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;

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Remember and talk about significant events in their own experience e.g. birthday• Recognise and describe special times or events e.g. birthday, Christmas, christening• Know and understand that grandparents are older than parents• Become familiar with words and phrases such as 'in the past' or 'a long time ago'	<ul style="list-style-type: none">• Begin to compare and contrast characters in stories set in the past• Use appropriate language to describe the past such as 'in the past'• Begin to understand the some familiar stories were set in a time before they were born• Talk about the lives of people around them and their roles in society	<ul style="list-style-type: none">• 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• Know some similarities and differences between things in the past and now (when exploring old and new toys)



Reception Termly Check Points



Understanding the World: People, Culture and Communities (Geography)

People Culture and Communities ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Show an increasing interest in the lives of people and places which are familiar to them. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps (school and park) • Know some similarities and differences between different religious and cultural communities in this country (Christmas and Diwali) 	<ul style="list-style-type: none"> • To be able to draw information from a simple map • Know similarities and differences between life in this country and life in other countries • Show an interest in different occupations and ways of life • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps (school and local high street) • Know some similarities and differences between different religious and cultural communities in this country (Easter and Eid) 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps (park and farm) • Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and maps



Reception Termly Check Points

Understanding the World: The Natural World (Science)

The Natural World ELG

Children at the expected level of development will:

- 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 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Notices and talks about seasonal changes (e.g. leaves falling, weather getting colder)• Uses all senses to explore natural materials (e.g. crunching leaves, texture of bark)• Talks about what they see, hear, and feel when outside.• Explores similarities and differences between natural objects (e.g. leaves, rocks).• Recognises and talks about different types of weather and how it changes the environment.	<ul style="list-style-type: none">• Identifies and names everyday materials (wood, plastic, metal) and begins to describe properties (hard, soft, cold, warm).• Describes simple changes in materials and substances (melting, freezing, dissolving)• Carries out simple investigations with adult support (e.g. which objects float/sink, what melts in the sun)• Explains observations using vocabulary like "because", "change", "hot", "cold", etc• Makes predictions and tests ideas (e.g. "I think the ice will melt faster in the sun.")	<ul style="list-style-type: none">• Talks about environments different from their own using appropriate vocabulary• Shows care for living things and their environment (e.g. watering plants, saving insects)• Begins to sort animals into groups (e.g. pets, wild animals, farm animals)• Explores life cycles through stories or real-life examples• Understands and uses simple vocabulary around plant growth• Recognises and talks about different types of weather and how it changes the environment.





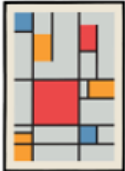



Reception Termly Check Points

Expressive Arts and Design: Creating with Materials (Art)

Creating with Materials ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Realise that tools can be used for a purpose • Use simple tools and techniques competently and appropriately • Select appropriate brush for a given purpose • Explore what happens when they mix colours • Experiment with different textures • Name the primary colours. <p>Focus Artist: Line and Mark Making Artist: Pablo Picasso</p>  <p>Circles Artist: Wassily Kandinsky</p> 	<ul style="list-style-type: none"> • Safely use a variety of a materials, tools and techniques • Experiment with colour, design, texture, form and function • Understand that different media can be combined to create new effects • Create three-dimensional models and structures (focusing on shape and form) <p>Focus Artist: Shapes Artist: Piet Mondrian</p>  <p>Primary Colours Artist: Joan Miro</p> 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques • Experiment with colour, design, texture, form and function • Share their creations explaining the process they have used • Can hold and use scissors correctly (cutting skills assessment). • Can use different techniques for joining materials <p>Focus Artist: Cutting Skills Artist: Paul Klee</p>  <p>Collage Artist: Eric Carle</p> 



Reception Termly Check Points

Expressive Arts and Design: Creating with Materials (D.T)

Creating with Materials ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Realise that tools can be used for a purpose• Use simple tools and techniques competently and appropriately	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques• Select tools and use techniques needed to shape, assemble and join materials they are using• Understand that different materials can be combined to create new designs and effects	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques experimenting with design and function• Share their creations explaining the process they have used



Reception Termly Check Points

Expressive Arts and Design: Being Imaginative and Expressive (music/drama)

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- 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.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Enjoy joining in with singing and dancing games • Sing a few familiar songs • Move rhythmically to music • Imitate and create movements in response to music • Tap out simple repeated rhythms • Explore and learn how sounds can be changed • Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. • Uses available resources to create props or creates imaginary ones to support play • Develop storylines through small-world or role-play 	<ul style="list-style-type: none"> • Explore and learn how sounds can be changed. • Sing songs, make music and experiment with ways to change it • Begin to build a repertoire of songs and dances • Explore the different sounds of instruments • Retell parts of familiar stories through use of puppets, toys, masks or small-world • Create more complex narratives in their pretend play, building on the contributions of their peers 	<ul style="list-style-type: none"> • Sing a range of well-known songs and nursery rhymes • Perform songs and rhymes with others and when appropriate, try to move in time with the music • Invent, adapt and recount narratives and stories with peers and their teacher • Creates representations of both imaginary and real-life ideas, events, people and objects • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping