

Literacy

Early Learning Goal (End of Reception Expectation)

Comprehension

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.

Word Reading

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.

Writing

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.

Nursery	<ul style="list-style-type: none"> • Enjoying listening to stories • Joining in with familiar rhymes songs and stories • Listening and remembering sounds • Picture frieze • Fred Games • Putting meaning to marks • Single sounds (Read Write Inc) • Name writing (some letters accurately) • Making up stories • Retelling favourite stories • Show an interest in letters on the keyboard
Reception	<ul style="list-style-type: none"> • Read Write Inc. • Write recognisable letters, forming most correctly • Use phonics to spell

	<ul style="list-style-type: none"> • Writes labels, captions and phrases • Write simple phrases and sentences which can be read by others • Enjoys creating text to convey meaning including in digital formats • Secures a bank of familiar stories, rhymes and poems
Year 1	<ul style="list-style-type: none"> • Read Write Inc. • Use phonics to spell • Sentences that make sense • Full stops, capital letters, finger spaces • Using conjunctions to join sentences (and, but, because, so) • Writing across different genres

Maths	
<p>Early Learning Goal (End of Reception Expectation)</p> <p>Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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> <p>Numerical Patterns 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.</p>	
Nursery	<ul style="list-style-type: none"> • Securing the principles of counting to 10 and beyond • Subitizing to 5 • 2D shape • 3D shape • Everyday language related to time • Discuss routes and locations • Positional language
Reception	<ul style="list-style-type: none"> • Subitizing to 6

	<ul style="list-style-type: none"> • addition to 10 • Subtraction within 10 • Number bonds to 10 • 1 more, 1 less • estimating • Counting to 20 and beyond • Doubles • Sequencing events (time) • Exploring pattern- odd and even numbers • Patterns in 100 square • 2D and 3D shapes, compose and decompose shapes • Coin recognition
Year 1	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; • count in multiples of 2s, 5s and 10s • Find 1 more and 1 less of a number • Use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition, subtraction, multiplication and division • recognise, find and name a half and quarter of an object, shape or quantity • compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] • measure lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language • recognise and use language relating to dates, including days of the week, weeks, months and years

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Communication and Language

Early Learning Goal (End of Reception Expectation)

Listening, Attention and Understanding

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.

Speaking 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.

Nursery

- Building vocabulary - Word Aware
- Speaking in sentences of four to six words
- Listening and responding to instructions
- Talk about things that have happened in the past
- Joining in with repeated refrains
- Listening to stories
- Using language in imaginative games
- Speaking about their own and other people's feelings
- Understanding prepositions (under, on top of, behind)
- Responding to 'what', 'who' and 'where, How' 'When' and 'why' questions. Asking questions
- Understand a question or instruction that has two parts
- Tell a long story
- Using 'because', 'and' to link sentences
- Exposure to using a range of tenses
- Retelling simple past events in the correct order

Reception	<ul style="list-style-type: none"> • Building vocabulary - Word Aware • Develop social phrases • Articulate ideas and thoughts in well-formed sentences • Retelling simple past events in order • Language for negotiating (“May I...?”, “Would it be all right...?”, “I think that...” and “Will you...?”) • Asking questions • Using different tenses (past, present and future, most of the time) • Being a good listener • Using words such as: first, last, next, before, after, all, most, some, each, every. • Descriptions • Jokes • Using a storyline in play • Responding to instructions with 2 parts • Turn taking in conversations • Connect one idea or action to another using a range of connectives • Asking questions • Re telling familiar stories in the right order • Re telling familiar stories using story language
Year 1	<ul style="list-style-type: none"> • Building vocabulary – Word Aware • Speaking in full sentences • Building upon other’s thinking • Responding to peers • Retelling well known stories • Telling own stories

Personal, Social, Emotional Development

Early Learning Goal (End of Reception Expectation)

Self-Regulation

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.

Managing Self

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.

Building Relationships

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.

Nursery	<ul style="list-style-type: none"> • Confidence in social situations • Following rules • Playing with others • Exploring and labelling feelings • Working together, managing anger, resolving conflict • Self-direction, building confidence • Changes, Taking responsibility
Reception	<ul style="list-style-type: none"> • Self-awareness, managing feelings, empathy • Rules • friendship, working well together in a group, managing anger and resolving conflict • understanding feelings • Resilience • Self-direction, building confidence • Playing collaboratively • Forming positive relationship with peers and adults • Getting changed for PE, washing hands, toileting
Year 1	<ul style="list-style-type: none"> • Understand how we show emotion, resolving conflict • Appropriate touch, bullying • Rules within a community • Resolving conflict

	<ul style="list-style-type: none"> • Healthy lifestyle: food, sleep, exercise • Change • Ways to keep safe (including online) • Take Ten • Breathing exercises
--	---

Physical Development	
<p>Early Learning Goal (End of Reception Expectation) Physical Development Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <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. 	
Nursery	<ul style="list-style-type: none"> • Health and self-care- putting on coats, toileting hand washing, tooth brushing • Use one handed tools • Independence with self-care • Gross motor skills: Move in a range of ways • Pencil control
Reception	<ul style="list-style-type: none"> • Experiment with different ways of moving • Ongoing development of small motor skills • Health and well being • Use a range of large and small apparatus • Handles tools, objects, construction and malleable materials safely and with increasing control • Handwriting
Year 1	<ul style="list-style-type: none"> • Handwriting

	<ul style="list-style-type: none"> • Painting – using tools for a purpose • PE lessons
--	--

Understanding of the World

<p>Early Learning Goal (End of Reception Expectation)</p> <p>Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	
---	--

Nursery	<ul style="list-style-type: none"> • look at basic features in the school environment - the playground and the bridge – and make simple observations. • visits a local Sainsbury's, talking about features in their local environment as they pass them • talk about routes and journeys as they are happening • create simple maps based on shared experiences and personal experiences • talk about their own families and their own personal histories • learn about transport and they begin to explore concepts of old and new • oral health and daily tooth brushing sessions • changing materials when cooking, building different structures
---------	--

	<ul style="list-style-type: none"> • observing the weather, plants and lights and minibeasts • comment on what they see and ask questions • learn about their senses through hands on experiences • healthy and unhealthy eating • observe a range of animals and start to match animals to their young • explore magnets, objects that float and sink, and pushes and pulls • Mouse and keyboard skills • Following instructions (algorithm) • Exploring special celebrations through songs
Reception	<ul style="list-style-type: none"> • make simple maps of their home and school • making observations • learn about the seasons and they observe the weather throughout the year • look at contrasting locations (Africa, cold climates) and look for similarities and differences • use maps and globes to locate countries. • learn the concepts near, far, North and South. • become familiar with famous landmarks in London and plot a route that a bike could take. • look at similarities and differences between old and new objects, toys and games and bikes from the past. • Materials: selecting the appropriate outfit for Barnaby Bear based on the weather that day, thinking about how to keep things cold, e.g. how to stop a snowman melting, carry out simple investigations • observe and compare growth in plants and observe and discuss the weather and seasons • keeping healthy and learn about keeping their minds and bodies healthy • taught to sort and classify. • animals, habitats and life cycles by observing animals in school and at the farm • ways we can care for the environment • digital photography • following 2 part instructions (algorithms) • learning about celebrations in different religions through songs, stories and artefacts
Year 1	<ul style="list-style-type: none"> • learn North, South, East and West • learn about local geography of Kilburn • create birds eye maps of the school • learn about changes within living memory: how has Kilburn changed since our grandparents were born • Understand how has transport changed in our local area

	<ul style="list-style-type: none"> ● Learn about significant people from our local area, e.g. Amy Johnson, AA Milne ● materials and their properties ● observe weather, seasons and plants over the year ● learn about different types of animals: mammals (including humans), fish, amphibians, reptiles and birds ● learn about the five senses ● using computers to paint a picture ● making simple programmes with 4 commands ● learning about belonging to a family, Christianity and Islam
<p>Key Geography History Science Computing RE</p>	

Expressive Arts and Design	
<p>Early Learning Goal (End of Reception Expectation) Creating with Materials 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. Being Imaginative and Expressive 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.</p>	
Nursery	<ul style="list-style-type: none"> ● explore simple instruments for painting ● primary colours ● painting (with different tools, to music, creating patterns, observational painting e.g animals) ● observational drawing (e.g. plants) ● using tools for a purpose

	<ul style="list-style-type: none"> • Printing (e.g shapes) • 3D modelling and joining materials • 3 D modelling with moving parts • Responding to music • Dancing and ring games • Sounds in the environment • Animal sounds • Using movement to express feelings • Adding music to stories • Learn nursery rhymes and songs
Reception	<ul style="list-style-type: none"> • Drawing (observational e.g. old and new kettles) • Collage (using a range of materials to create texture) • Mixing Colour • Using different mediums e.g. charcoal, pastels • Painting (lines, patterns, in the style of focus artists e.g. Kadinsky, Van Gogh) • Clay structure (fish, tiles) • Sewing • 3D modelling • axels and wheels • movement and colour to express feelings • sounds of instruments • learn nursery rhymes and songs
Year 1	<ul style="list-style-type: none"> • drawing (self-portrait focusing on lines) • painting • printing • collage • sculpture • digital media • wheels and axels • Sliders and levers • Preparing vegetables • Music lessons

Key

Art

DT

Music