



## Reception - Autumn 1 Skills Progression

C&L	PSED	PD	Literacy	Maths	UtW (History, Geography, Science, RE)	EAD (Music, Art, DT)
<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story and can demonstrate what 'listening' can look like.</p> <p>Children will know why it's important to listen at school.</p> <p>Children will understand and answer 'Who' questions.</p> <p>Children will follow a 2 step instruction.</p> <p><b><u>Speaking</u></b> Children will know and retell their favourite traditional tale.</p> <p>Children will offer their own ideas in a small group OR 1:1 with an adult.</p> <p>Children will develop and use social phrases e.g. 'Good morning', 'I can help', 'thank you' etc.</p> <p>Learn and remember 5 Nursery Rhymes.</p>	<p><b><u>Managing Self</u></b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Children will know how regular exercise is important for their health and can make suggestions for physical activities.</p> <p>Children will know why they need to wash their hands before eating and after toileting.</p> <p><b><u>Self Regulation</u></b> Children will know the Zones of Regulation and how to identify how they feel.</p> <p>Children can identify the emotions 'happy, sad, worried and excited' in themselves and others</p> <p><b><u>Building Relationships</u></b> Children will play with children who they have existing relationships with.</p> <p>Children will build new friendships and relationships with key adults.</p>	<p><b><u>Gross Motor</u></b> Children will know how to hop, skip, jump, stand on 1 leg.</p> <p>Children will cross the midline in their gross motor movements.</p> <p>Children will use large muscle movements to make marks.</p> <p>Build their confidence in using a range of wheeled resources: bikes, trikes, scooters, scooter boards.</p> <p><b><u>Fine Motor</u></b> Children can hold a pencil with a comfortable grip and make intentional marks on paper.</p> <p>Use hands and fingers to manipulate playdough and small objects such as pompoms</p> <p>Explore large construction toys and non-connecting blocks, building simple structures.</p> <p>Basic self-care: pulling up sleeves, attempting to fasten coat.</p>	<p><b><u>Comprehension</u></b> Children will listen to short picture books and nursery rhymes.</p> <p>Children will comment on the picture in books they choose.</p> <p>Children will know three Traditional Tales.</p> <p><b><u>Word Reading</u></b> Children can read consistent with RWI group A</p> <p>Children will hear and identify initial and end sounds in words.</p> <p>Children will orally segment words.</p> <p><b><u>Writing</u></b> Children will develop fine and gross motor strength through a range of tools</p> <p>Build their oral language through book talk.</p> <p>Give meaning to marks they make.</p> <p>Children develop tripod grip</p>	<p><b><u>Number (Cardinality &amp; counting, comparison and composition)</u></b> Children will subitise groups of objects and sounds up to 3.</p> <p>Children will know the composition of 3 and 4.</p> <p>Children will compare sets of objects and use the language of comparison (more, fewer, equal).</p> <p><b><u>Shape and Space</u></b> Children will develop spatial awareness through exploring where things are in relation to themselves and others.</p> <p>Children will use spatial vocabulary.</p> <p><b><u>Measure</u></b> Children recognise that things can be measured in different attributes (length, capacity, weight)</p> <p><b><u>Pattern</u></b> Children will copy an AB pattern.</p> <p>Children will continue an AB pattern.</p>	<p><b><u>Past and Present</u></b> Children will know how they have changed from being a baby to being 4/5.</p> <p><b><u>People, Culture and Communities</u></b> Children will have positive attitudes about our differences and similarities.</p> <p>Children will know that Catholics believe that God made them and our world.</p> <p><b><u>The Natural World</u></b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know and explore the 5 senses.</p> <p>Children will identify typical weather in Autumn.</p> <p><b><u>ICT:</u></b> Children can use the IWB to sign themselves in and select their lunch.</p>	<p><b><u>Being Imaginative</u></b> Children make up a narrative to their small world and role play.</p> <p>Children will enjoy moving to music in a variety of ways: dancing, marching, acting.</p> <p>Children will know that music can change your emotions.</p> <p><b><u>Creating with Materials</u></b> Children will know how to draw a person – head, arms, legs and facial features.</p> <p>Children will use glue to make 2D collage pictures with a range of materials, understanding the glue acts as an adhesive.</p> <p>Children will use small scale construction to build props for play narratives.</p> <p>Children will explore and describe autumn textures.</p>



## Reception - Autumn 2 Skills Progression

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<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story and can demonstrate what 'listening' can look like.</p> <p>Children will understand, answer and ask 'what' questions.</p> <p>Understands and responds to humour.</p> <p>Follow a 2 step instruction.</p> <p><b><u>Speaking</u></b> Children will know and retell a favourite story using linked vocab.</p> <p>Children will offer their own ideas 1:1.</p> <p>Talk at length about things that interest them.</p> <p>Use talk in play to pretend objects stand for something else.</p> <p>Ask questions to find out more.</p> <p>Connect ideas using connectives.</p>	<p><b><u>Managing Self</u></b> Children can talk positively about themselves and share what they are good at.</p> <p>Practice the safety measure: Road safety workshop skills, 'stop, look, listen, think'</p> <p>Children are reliably clean and dry during the day.</p> <p><b><u>Self Regulation</u></b> Children will know the class and school behaviour expectations.</p> <p>Children can talk about their own and others feelings.</p> <p>Children will know how to make the right choice and the consequences of not doing so.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to others with respect.</p> <p>Will use secure relationships with reception staff to access emotional support or practical help in difficult situations.</p>	<p><b><u>Gross Motor</u></b> Children will be able to cross the mid-line in their gross motor movements.</p> <p>Children can collaboratively move large resources.</p> <p><b><u>Fine Motor</u></b> Children use drawing to represent ideas or experiences.</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children make repetitive marks to represent their name.</p> <p>Manipulate small objects: threading, transferring objects with large tweezers.</p> <p>Build more complex block structures, balancing non-connecting pieces.</p>	<p><b><u>Comprehension</u></b> Children will identify the main character from a story.</p> <p>Children can use picture prompts to recall key events in stories they have read in class.</p> <p>Children know 5 nursery rhymes.</p> <p><b><u>Word Reading</u></b> Children can read consistent with RWI group B.</p> <p>Children will 'Fred talk &amp; blend' CVC words</p> <p>Children recognise their name.</p> <p><b><u>Writing</u></b> Children can demonstrate 'good sitting position'</p> <p>Children begin to use correct letter formation.</p> <p>Children can write dictated CVC words</p> <p>Children can orally compose sentences.</p> <p>Children will show preference for a dominant hand.</p>	<p><b><u>Number (Cardinality &amp; counting, comparison and composition)</u></b> Children will understand the 'five-ness of 5'.</p> <p>Children will understand 'whole' and 'parts' in relation to numbers.</p> <p>Children will know the composition of 3, 4 and 5.</p> <p>Children will match numerals to quantities within 10.</p> <p>Children can verbally count beyond 20</p> <p><b><u>Shape and Space</u></b> Children will show shape awareness in their construction, selecting shapes for a purpose.</p> <p><b><u>Measure</u></b> Children can compare amounts of measurable quantities (sand/ water/ dough/ length) .</p> <p><b><u>Pattern</u></b> Children will make their own AB patterns.</p> <p>Children will spot an error in AB patterns.</p>	<p><b><u>Past and Present</u></b> Children will know the Christmas story is in the past and how we celebrate now.</p> <p>Children will know that Remembrance Day is to remember people who have helped us.</p> <p><b><u>People, Culture and Communities</u></b> Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that Basildon is in England.</p> <p>Children will know the story of Diwali.</p> <p>Children will know the Christmas story.</p> <p><b><u>The Natural World</u></b> Children will identify and categorise different materials: plastic, metal, paper.</p> <p>Children will know what material a magnet picks up.</p> <p><b><u>ICT</u></b>: Children can use the 'touch and drag' action on the IWB</p>	<p><b><u>Being Imaginative</u></b> Children listen and join in with others' ideas during small world and role play.</p> <p>Children will be able to find the pulse in music.</p> <p>Children will collaboratively perform learnt songs (Nativity).</p> <p><b><u>Creating with materials</u></b> Children will know how to mix primary colours to make secondary colours using paints.</p> <p>Children will use paper, glue and tape to create small world props.</p> <p>Children will use scissors safely to snip lines and begin to cut along a guide line..</p>



## Reception - Spring 1 Skills Progression

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<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.</p> <p>Children will understand, answer and ask 'why' questions.</p> <p>Children can identify the main characters and describe what is happening when looking at familiar picture books.</p> <p><b><u>Speaking</u></b> Children will use and experiment with new vocabulary in different contexts e.g using new vocab from literacy lessons in the mud kitchen.</p> <p>Children can describe events from their own experience in detail.</p> <p>Children can offer explanations for why things might happen.</p> <p>Learn 5 new Songs and/or nursery rhymes.</p>	<p><b><u>Managing Self</u></b> Children show perseverance in carrying out an activity.</p> <p>Children have and share clear ideas for play and games.</p> <p>Children will know they are a valued individual and willingly share their thoughts and ideas 1:1 or in small groups.</p> <p>Children will know why regular teeth brushing is important for their health.</p> <p>Children will know what clothing is needed during the winter in the UK and can explain why.</p> <p><b><u>Self Regulation</u></b> Children will know what worries feel like and how to work through feelings of worry.</p> <p>Children will know how to make the right choice and the consequences of not doing so.</p> <p><b><u>Building Relationships</u></b> Children will know how to treat others in our class, showing kindness, helping and supporting others.</p>	<p><b><u>Gross Motor</u></b> Children will develop their overall body strength to use a range of climbing equipment.</p> <p>Develop core strength to transition from one movement to another</p> <p><b><u>Fine Motor</u></b> Children confidently draw simple shapes accurately: circles, squares, triangles.</p> <p>Children use correct pencil grip, showing more control over marks.</p> <p>Children use scissors to cut along straight lines</p> <p>Complete jigsaw puzzles with increasing independence.</p> <p>Children develop confidence in managing clothing fastenings.</p>	<p><b><u>Comprehension</u></b> With adult support children can retell stories through role play, small world and drawing.</p> <p>Children engage in non-fiction books.</p> <p>Children have a favorite poem.</p> <p><b><u>Word Reading</u></b> Children read consistent with RWI group C</p> <p>Children will 'Fred talk &amp; blend' CVC words</p> <p>Children will know a set of 'Red words'.</p> <p><b><u>Writing</u></b> Children develop consistency with letter formation.</p> <p>Children can write CVC words.</p> <p>Children can use transcription skills to write dictated sentences.</p> <p>Children begin to use finger spaces and full stops.</p> <p>Children can write their own name.</p>	<p><b><u>Number (Cardinality &amp; counting, comparison and composition)</u></b> Children will be able to subitise die patterns.</p> <p>Children will know that each number is one more than the previous in the counting system.</p> <p>Children will understand the composition of 6 and 7 as '5 and a bit'.</p> <p>Children will be able to identify and make equal and unequal sets.</p> <p><b><u>Shape and Space</u></b> Children will represent spatial relationships through drawings and map making.</p> <p><b><u>Measure</u></b> Children show their awareness of comparison through estimating and predicting.</p> <p>Children compare attributes indirectly.</p> <p><b><u>Pattern</u></b> Children will identify the unit of repeat within a pattern.</p> <p>Children will continue an ABC pattern</p>	<p><b><u>Past and Present</u></b> Children will explore real life heroes and can talk about what made them heroic.</p> <p><b><u>People, Culture and Communities</u></b> Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will know that Jesus is God's son, he came to show God's love and welcomes everyone.</p> <p><b><u>The Natural World</u></b> Children will identify typical weather in winter and how we should dress.</p> <p>Children will understand that water can freeze and melt.</p> <p>Children will carry out an experiment to explore material strength and make a conclusion.</p> <p><b><u>ICT</u></b> Children will select and use a game on 'Busy Things' independently.</p>	<p><b><u>Being Imaginative</u></b> Children re-enact real-life scenarios from their own experiences, explaining and describing them to others to allow them to join in.</p> <p>Children will copy a basic rhythm pattern.</p> <p><b><u>Creating with materials</u></b> Children's drawing become more complex with detailed features e.g. a person with facial features, a body arms and legs</p> <p>Children will know how to use a hole punch to make patterns.</p> <p>Children will use large construction materials, hooking, dragging, lifting &amp; balancing to create their vision.</p> <p>Children will notice, describe and record how winter creates art in nature through ice and frost.</p>



## Reception - Spring 2 Skills Progression

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<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story or topic of conversation to their own experiences.</p> <p>Children will respond to what they hear or see with relevant comments and questions.</p> <p>Children will understand and answer <b>'Where'</b> questions.</p> <p><b><u>Speaking</u></b> Children will share their ideas with adults in the school outside of the EYFS team.</p> <p>Children can make predictions about what they think will happen next based on their current knowledge and understanding of a topic.</p> <p>Children can describe the details of their small world or make-belief play.</p> <p>Children will use and experiment with new vocabulary in different contexts.</p>	<p><b><u>Managing Self</u></b> Children will show willingness to try something new.</p> <p>Children will understand the importance of making healthy food choices.</p> <p>Children understand and follow rules and routines for washing hands, toileting, eating, dressing.</p> <p>Children explore and understand why sleep is good for us</p> <p><b><u>Self Regulation</u></b> Children will show understanding of others emotions</p> <p>Begin to use tools to regulate their behaviour according to their emotions.</p> <p><b><u>Building Relationships</u></b> Children will have a go at resolving conflicts independently e.g using sand timers for sharing or suggesting a new way of doing something.</p> <p>Children will understand that voting systems mean they might not get what they want and that's ok.</p>	<p><b><u>Gross Motor</u></b> Children will develop their ball skills (throwing, catching, kicking, passing, aiming, using bats).</p> <p>Revise and refine fundamental movements: rolling, crawling, jumping, skipping, climbing)</p> <p><b><u>Fine Motor</u></b> Draw and copy more complex pictures.</p> <p>Cut around simple shapes and lines using scissors with accuracy.</p> <p>Thread smaller beads and buttons with increased dexterity.</p> <p>Build taller structures with blocks and smaller construction sets, showing planning.</p> <p>Manage coat zips, aprons, and fastenings independently.</p>	<p><b><u>Comprehension</u></b> Children can orally retell well-known stories with limited adult support.</p> <p>Children can talk about what happens in the beginning, middle and end of a story.</p> <p>Children can explain what a poem is.</p> <p><b><u>Word Reading</u></b> Children can read consistent with RW1 Red group.</p> <p>Children can identify and read words consistent with their phonics knowledge in their environment</p> <p><b><u>Writing</u></b> Children can write letters of a consistent size on lines.</p> <p>Develop speed and fluency in writing dictated short sentences.</p> <p>Children can use tier 2 vocabulary to extend oral sentence composition.</p>	<p><b><u>Number</u></b> Children will understand and use the language of 'less than'.</p> <p>Children will understand the ordering of numbers using the 'staircase' pattern.</p> <p>Children can order numbers to 8.</p> <p>Children will know that some numbers can be made with 2 equal parts (doubles within 10)</p> <p>Children will be able to sort numbers to 10 into odd or even groupings.</p> <p><b><u>Shape and Space</u></b> Children can identify similarities between shapes.</p> <p>Children show an awareness of the properties of shapes.</p> <p><b><u>Measure</u></b> Children recognise the relationship between the size and number of units.</p> <p><b><u>Pattern</u></b> Children will continue a pattern which ends mid-unit.</p> <p>Children will make their own ABB and ABBC patterns.</p>	<p><b><u>Past and Present</u></b> Children will know that the present is now.</p> <p>Children can talk through our day using the visual timetable.</p> <p><b><u>People, Culture and Communities</u></b> Children will know that we give up something or take on more for lent.</p> <p>Children will know the Easter story and the signs and symbols that represent it.</p> <p>Children can talk about the ways they can help others less fortunate than them.</p> <p><b><u>The Natural World</u></b> Children will explore and talk about different animal habitats.</p> <p>Children will identify typical weather in Spring.</p> <p>Children will explore and identify objects that float and sink.</p> <p>Children will understand how ingredients change when we cook them.</p> <p><b><u>ICT:</u></b> Children know we can use the internet to find out new information.</p>	<p><b><u>Being Imaginative</u></b> Children work collaboratively to negotiate and share roles in small world and role play, adapting play to expand and include others.</p> <p>Children will identify high and low pitch sounds.</p> <p>Children will experiment with different ways of playing instruments to create different pitch.</p> <p>Children will join in with choreographed dances</p> <p><b><u>Creating with materials</u></b></p> <p>Children will identify shades of colours e.g. dark/light pink: link with spring to inspire paintings and art work.</p> <p>Children will know how to use split pins to make moving parts.</p> <p>Children will use scissors safely to confidently cut around guide lines.</p>



## Reception - Summer 1 Skills Progression

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<p><b><u>Listening, Attention and Understanding</u></b> Children can listen attentively in a range of contexts e.g. assemblies, school visitors, external trips.</p> <p>Children will ask 'when' questions.</p> <p>Children can follow a 3 step instruction.</p> <p><b><u>Speaking</u></b> Children will use a range of time words to orally sequence their ideas and thoughts e.g. 'next', 'first', 'after', 'then'.</p> <p>Children can use ambitious vocabulary to extend their language in different contexts.</p> <p>Children can use full sentences to orally express their ideas and feelings.</p>	<p><b><u>Managing Self</u></b> Children will show resilience when they face challenges.</p> <p>Children can explain the reasons for our class rules.</p> <p>Children will know why they need to keep themselves safe from the sun and explain how they can do this,</p> <p><b><u>Self Regulation</u></b> Children will be able to wait for what they want and manage their immediate impulses when appropriate.</p> <p><b><u>Building Relationships</u></b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b><u>Gross Motor</u></b> Negotiates space with increasing control, considering the safety of themselves and others.</p> <p>Children move energetically with confidence.</p> <p>Children can throw, catch, kick and bat different sized balls.</p> <p><b><u>Fine Motor</u></b> Use scissors and cutting tools for card and paper independently.</p> <p>Confidently manipulate small objects e.g playdough, beads, and craft materials.</p> <p>Combine hand and finger movements with both hands for complex tasks (cutting, building, threading).</p>	<p><b><u>Comprehension</u></b> Children confidently use new vocabulary linked to the books they have read when re-telling stories.</p> <p>Children can use their imagination to predict what might happen next in stories.</p> <p>Children can name the parts of a book.</p> <p><b><u>Word Reading</u></b> Children can read consistent with RWI Ditty group</p> <p>Children will show confidence in their reading skills by attempting to blend unfamiliar words in their environment.</p> <p><b><u>Writing</u></b> Children can form most lower case letters correctly.</p> <p>Children begin to correctly form capital letters.</p> <p>Children can write orally rehearsed sentences.</p>	<p><b><u>Number</u></b> Children will confidently count things that can't be seen e.g. sounds.</p> <p>Children will confidently subitise to 6, including unstructured arrangements.</p> <p>Children will know the compositions of 10.</p> <p>Children can independently play and create their own track games using dice.</p> <p><b><u>Shape and Space</u></b> Children can describe properties of shapes.</p> <p><b><u>Measure</u></b> Children begin to use units to compare things.</p> <p><b><u>Pattern</u></b> Children will spot an error in an ABB pattern.</p> <p>Children can represent a repeating pattern with their own symbols.</p> <p>Children can apply patterns to a variety of representations.</p>	<p><b><u>Past and Present</u></b> Children will know that the past is anything before the current day.</p> <p>Children can confidently talk about tomorrow.</p> <p><b><u>People &amp; Communities</u></b> Children can name and describe different roles people have e.g nurse, shop assistant etc.</p> <p>Develop positive attitudes about people's differing beliefs.</p> <p>Children show empathy and respect towards others</p> <p><b><u>The Natural World</u></b> Children will plant seeds and care for growing plants.</p> <p>Children will observe changes and growth of sunflowers.</p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p><b><u>ICT:</u></b> Children know we can use the internet to find images and explore places far away.</p>	<p><b><u>Being Imaginative</u></b> Children combine and share ideas to collaborate on one narrative in small world and role play.</p> <p>Children will invent a pattern using one pitch note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Children will sing along with pre-recorded songs and actions.</p> <p><b><u>Creating with materials</u></b></p> <p>Children will use their drawing skills to create still life pictures.</p> <p>Children will use folding techniques to make an origami creation.</p> <p>Children will work together and problem solve to make dens/tents and other play spaces with large scale construction.</p> <p>Children will use inspiration from spring to discuss and explore scents.</p>



## Reception - Summer 2 Skills Progression

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<p><b><u>Listening, Attention and Understanding</u></b> Children can listen attentively.</p> <p>Children will ask 'how' questions.</p> <p>Children can follow a 3 step instruction.</p> <p>Children will respond to what they hear or see with relevant comments and questions, linking their responses back to previous learning.</p> <p><b><u>Speaking</u></b> Children will confidently hold a back and forth conversation, responding with relevant, on topic, comments.</p> <p>Children will ask questions to clarify their understanding.</p> <p>Children can talk about and engage in conversations about future events.</p>	<p><b><u>Sense of Self</u></b> Children can talk about and show pride in what they have learnt during their reception year.</p> <p>Children set their own goals and show perseverance in achieving them.</p> <p>Children will know why we need to limit screen time.</p> <p><b><u>Self Regulation</u></b> Children can express their ideas and opinions but know it's ok if others have different ideas.</p> <p><b><u>Building Relationships</u></b> Children can give focused attention to a peer or adult who wants to show, tell or explain something to them.</p> <p>Children can work as a team towards a shared goal.</p>	<p><b><u>Gross Motor</u></b> Children demonstrate strength and coordination when using play equipment.</p> <p><b><u>Fine Motor</u></b> Children confidently use scissors, changing direction and following lines.</p> <p>Children's drawings contain increasing details and features about people, objects and the physical environment.</p> <p>Confident pencil grip and control to produce detailed drawings, letters, and patterns.</p> <p>Build and balance complex constructions using small and large blocks.</p> <p>Independently manage all self-care tasks linked to clothing and personal hygiene.</p>	<p><b><u>Comprehension</u></b> Children can answer 'I wonder' questions about the texts they have read.</p> <p>Children can re-tell stories confidently in their own words.</p> <p>Children can make up their own 'character voices'.</p> <p><b><u>Word Reading</u></b> Children will read consistent with RWI Green group.</p> <p>Children can confidently read a set of 'Red Words'.</p> <p>Children re-read a familiar decodable book confidence and fluency.</p> <p><b><u>Writing</u></b> Children can write short sentences or phrases that can be read by others.</p> <p>Children can correctly form letters with increased fluency and control.</p> <p>Children can form numerals 0-9 with developing confidence.</p> <p>Children can re-read their writing</p> <p>Children can use simple conjunctions and 'Red words' in their writing.</p> <p>Children can confidently use full stops and capital letters.</p>	<p><b><u>Number</u></b> Children will be able to confidently use a rekenrek to represent numbers and the '5 and a bit' structure.</p> <p>Children will have automatic recall of bonds to 5.</p> <p>Children will have a sense of the magnitude of numbers in comparison to each other.</p> <p><b><u>Shape and Space</u></b> Children develop an awareness of relationships between shapes.</p> <p><b><u>Measure</u></b> Children are beginning to use time to sequence events.</p> <p>Children are beginning to understand and experience specific time durations.</p> <p><b><u>Pattern</u></b> Children can make a pattern which repeats around a circle.</p> <p>Children can make a pattern around a border with a fixed number of spaces.</p> <p>Children can spot repeating patterns in their environment.</p>	<p><b><u>Past and Present</u></b> Children will know that they have been at school for a year and after each year they move to a new class.</p> <p>Children can reflect on their reception year.</p> <p><b><u>People, Culture and Communities</u></b> Children will identify similarities and differences between life in Basildon and another country we choose as a class.</p> <p>Children can talk about the story of St Peter and St Paul.</p> <p>Children will attend Mass.</p> <p><b><u>The Natural World</u></b> Children will identify typical weather in Summer.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will be able to identify the different seasons and what the environment looks like.</p> <p><b><u>ICT:</u></b> Children will make digital art.</p>	<p><b><u>Being Imaginative</u></b> Children adapt or create roles within pretend play to meet the needs of their peers.</p> <p>Children can add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> <p>Children sing along with a backing track.</p> <p>Children will perform their own songs, adding dance, actions and/or instrumental parts.</p> <p><b><u>Creating with materials</u></b></p> <p>Children will know how to make different shades of the same colour.</p> <p>Children will use a range of joins and adhesives to achieve their goals in 3D modeling crafts.</p> <p>Children will use scissors to cut shapes and around prints free hand.</p>

