

TONER AVENUE PRIMARY SCHOOL
RECEPTION SKILLS OVERVIEW
Sept 2018 / July 2019

	Autumn Term		Spring Term		Summer Term	
CL	<ul style="list-style-type: none"> *Maintains attention, concentrates and sits quietly during appropriate activity. (LA) * Responds to instructions involving a two-part sequence. (U) * Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (S) 	<ul style="list-style-type: none"> *Maintains attention, concentrates and sits quietly during appropriate activity. (LA) *Listen and responds to ideas expressed by others in conversation or discussion. (U) *Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.(S) 	<ul style="list-style-type: none"> * To have two channelled attention – can sit and do for a short period of time. (LA) * Able to follow a story without pictures or props. (U) * Links statements and sticks to a main theme or intention. (S) *Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.(S) 	<ul style="list-style-type: none"> * To listen attentively in a range of situations. (LA) * Understands humour e.g. nonsense rhymes, jokes. (U) * Use language to recreate roles and experiences in role play. (S) * Links statements and sticks to a main theme or intention. (S) * Introduce a storyline or narrative in to their play.(S) 	<ul style="list-style-type: none"> *To listen to stories accurately anticipating key events and respond to what they hear with relevant comments (LA). * Children follow instructions involving several ideas or actions. (U) * Use talk to organise, sequence and clarify thinking, ideas and feelings. (S) 	<ul style="list-style-type: none"> * To give their attention to what others say and respond appropriately. (LA) * Children to answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (U) * Children express themselves effectively, showing awareness of the children’s needs.(S) * They use past, present and future forms accurately.(S)
PD	<ul style="list-style-type: none"> * Uses a pencil and holds it effectively. (MH) * Experiment with different ways of moving. (MH) * Usually dry and clean during the day.(HSC) 	<ul style="list-style-type: none"> * Uses a pencil and holds it effectively. (MH) * Negotiates space successfully when playing racing and chasing games (MH) * Show an understanding of the need for safety when tackling new challenges. (HSC) 	<ul style="list-style-type: none"> * Uses a pencil and holds it effectively. (MH) *Uses simple tools to effect changes to materials. (MH) * Begin to form recognisable letters.(MH) * Practices some appropriate safety measures without direct supervision. (HSC) 	<ul style="list-style-type: none"> * Travel with confidence and skill around, under, over and through balancing and climbing equipment. (MH) *Shows increasing control over and object in pushing, patting, throwing, catching or kicking it. (MH) * Form recognisable letters.(MH) * Shows an understanding of practices regarding keeping healthy. (HSC) 	<ul style="list-style-type: none"> * Form recognisable letters.(MH) * Handles tools, objects, construction and malleable materials safely and with control. (MH) * knows the importance of good health and physical exercise. (HSC) 	<ul style="list-style-type: none"> * Children show good co-ordination in large and small movements. (MH) They handle equipment and tools effectively including pencils for writing. (MH) * Children manage their own personal hygiene and personal needs independently. (HSC)
PSED	<ul style="list-style-type: none"> * Confident to talk to other children when playing, and will communicate freely about own home and community (SCSA) * Shows confidence asking adults for help (SCSA) * Aware of the boundaries set and behavioural expectations in the setting. (MFB) * Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar. (MR) 	<ul style="list-style-type: none"> * Confident to speak to others about own needs, wants, interests and opinions. (SCSA) * Beginning to understand that own actions affect other people. (MFB) * Initiates conversation attends to and takes account of what others have to say. (MR) 	<ul style="list-style-type: none"> * Confident to try new activities. (SCSA) * Begin to negotiate and problem solve as a situation arises. (MFB) * Takes steps to resolve conflicts with other children, finding a compromise. (MR) 	<ul style="list-style-type: none"> * Confident to speak in familiar group. (SCSA) * Children talk about how they and others show their feelings and discuss their own and other’s behaviour and its consequences. (MFB) * Explains own knowledge and understanding, and asks appropriate questions of others. (MR) 	<ul style="list-style-type: none"> * Talk about their ideas and choose resources they need for their chosen activities. (SCSA) * To work as part of the class and understand the need to follow the rules. (MFB) * Children play co-operatively taking turns with others. (MR) * Take into account one another’s ideas about how to organise their activity. (MR) 	<ul style="list-style-type: none"> * Be confident to say when they do or don’t need help.(SCSA) * To adjust their behaviour to different situations and take changes of routine in their stride. (MFB) * Show sensitivity to others’ needs and feelings, and form positive relationships with adults and children. (MR)
L	<ul style="list-style-type: none"> * Listens to stories with increasing attention and recall. (R) * Recognises familiar words such as own name. (R) * Gives meaning to marks they make as they draw, write and paint. (W) 	<ul style="list-style-type: none"> * Continues a rhyming string. (R) * Hear and say initial sounds in words. (R/W) *Begin to write and read words. (W) * Begin to break the flow of speech into words. (W) 	<ul style="list-style-type: none"> * Link sounds to letters, naming and sounding the letters of the alphabet. (R) * Segment the sounds in simple words and blend them together and know which letters represent some of them. (R/W) * Write own name and other things such as labels and captions. (W) 	<ul style="list-style-type: none"> * Begin to read and words and simple sentences. (R) * Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. (R) *Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (W) 	<ul style="list-style-type: none"> * Begin to read and words and simple sentences. (R) * Enjoys an increasing range of books.(R) *Attempts to write short sentences. (W) 	<ul style="list-style-type: none"> *Read and understand simple sentences (R) *Use phonic knowledge to decode familiar and unfamiliar words. (R) *Demonstrate and understanding of what they have read. (R). *Use phonic knowledge to write words in ways which match their spoken sounds. (W) *Write simple sentences which can be read by themselves and others. (W)

M	<ul style="list-style-type: none"> * Recognises some numerals of personal significance. (N) *Counts up to three or four objects by saying one number for each item. (N) * Beginning to talk about the shapes of everyday objects (SSM) 	<ul style="list-style-type: none"> * Counts up to 10 and beyond. (M) * Selects the correct numeral to represent 1-5, then 1-10. (M) * Select a particular named shape. (SSM) * To describe their relative position such as behind or next to. (SSM) * Use familiar objects and common shapes to recreate patterns and build models. (SSM) 	<ul style="list-style-type: none"> *Uses the language of more or fewer to compare two sets of objects. (M) *Say the number that is one more than a given number. (M) * Find one more or one less from a group of 5 objects then 10 objects.(M) *Order two or three items by height or length. (SSM) 	<ul style="list-style-type: none"> * In practical activities and discussion begin to use the vocabulary associated with adding and subtracting. (M) * Record using marks they can interpret. (M) * To order two items by their weight. (SSM) * To use everyday language related to time.(SSM) * Order and sequence familiar events and measure short periods of time. (SSM) 	<ul style="list-style-type: none"> * Children count reliably up to 20. * children can order numbers to 20 and say which is one more or less than a given number. (M) *Use objects to add and subtract two digit numbers and count on or back to find the answer. (M) * Begin to use everyday language associated with money (SSM) 	<ul style="list-style-type: none"> * Children count reliably up to 20. * children can order numbers to 20 and say which is one more or less than a given number. (M) *Use objects to add and subtract two digit numbers and count on or back to find the answer. (M) * Solve problems including doubling, halving and sharing. (M) * Children to use every day language to talk about size, weight, capacity, position and distance. (SSM) * Explore everyday objects and shapes and use mathematical language to describe them. (SSM)
UW	<ul style="list-style-type: none"> * Remembers and talks about significant events in their own experiences. (PC) * Develop an understanding of change. (TW) * Knows how to operate simple equipment. (T) 	<ul style="list-style-type: none"> * Enjoy joining in with family customs. (PC) * Look closely at similarities and differences. (TW) * Completes a simple program on the computer. (T) 	<ul style="list-style-type: none"> * To understand that not all children enjoy the same things and can be sensitive to this. (PC) * Talk about similarities and differences in relation to places, objects, materials and living things. (TW) * Completes a simple program on the computer. (T) 	<ul style="list-style-type: none"> * Children talk about past and present events in their own lives and in the lives of family members. (PC) * Talk about similarities and differences in relation to places, objects, materials and living things. (TW) *Children recognise that a range of technology is used in places such as homes and schools. (T) 	<ul style="list-style-type: none"> * They know about similarities and differences between themselves and others.(PC) * Make observations of animals and plants and explain why some things occur, and talk about changes. (TW) *Children recognise that a range of technology is used in places such as homes and schools. (T) 	<ul style="list-style-type: none"> * Knows differences and similarities among families, traditions and communities. (PC) * Talk about features of their own immediate environment. (TW) * Children select and use technology for a particular purpose. (T)
EAD	<ul style="list-style-type: none"> * Begins to build a repertoire of songs. (EUMM) * Explores what happens when they mix colours (EUMM) * Create simple representations of events, people and objects. (BI) 	<ul style="list-style-type: none"> * Explore the different sounds of instruments. (EUMM) * Manipulates materials to a planned effect. (EUMM) * Chooses particular colours to use for a purpose. (BI) * Plays co-operatively as a group to act out a narrative. (BI) 	<ul style="list-style-type: none"> * Constructs with a purpose in mind, using a variety of resources. (EUMM) * Uses simple tools and techniques competently and appropriately. (EUMM) * Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (BI) 	<ul style="list-style-type: none"> * selects appropriate resources and adapts work where necessary. (EUMM) * Selects tools and techniques needed to shape, assemble and join materials they are using. (EUMM) * Introduce a storyline or narrative into their play. (BI) 	<ul style="list-style-type: none"> * Children make songs, make music, and dance, and experiment with ways of changing them. (EUMM) * Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (BI) 	<ul style="list-style-type: none"> * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EUMM) * To represent their own ideas, thoughts and feelings through design and technology, art, music, role play and stories. (BI)