

**TONER AVENUE PRIMARY SCHOOL**  
**RECEPTION SKILLS OVERVIEW**  
 Sept 2019 / July 2020

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

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