

## Reception Key Learning Threads

|                                               | Autumn 1                                                                                          | Autumn 2                                                               | Spring 1                                                                      | Spring 2                                                                                            | Summer 1                                                                                    | Summer 2                                                                    | Early Learning Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Self-Regulation</b>                        | I can respond to behaviour expectations.                                                          | I can describe my feelings and basic needs.                            | I can begin to use adult taught calming techniques.                           | I can begin to resolve conflict with some adult support.                                            | I can take turns and share independently.                                                   | I can consistently follow class rules and support others to do the same.    | <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>                                                             |
| <b>Managing Self</b>                          | I can ask for help when needed.                                                                   | I can use the toilet and wash my hands independently.                  | I can identify and name by own feelings.                                      | I can understand the consequences of my own behaviour.                                              | I can show resilience when things are difficult.                                            | I can work independently for longer periods.                                | <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>                                                                                                                                                |
| <b>Building Relationships</b>                 | I can make friendships and join them in their play.                                               | I can take turns with others more consistently.                        | I can show awareness of how others are feeling.                               | I can accept compromise when playing with others.                                                   | I can work as a group towards a shared goal.                                                | I can talk about my feelings about change and separation.                   | <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>                                                                                                                                                                                                                                                                                                                             |
| <b>Listening, Attention and Understanding</b> | I can listen to familiar and new stories and rhymes, anticipate repeated refrains and key events. | I can respond to positional language.                                  | I can follow sequential language.                                             | I can listen to and contribute to group discussions.                                                | I can have extended conversations with adults and my peers.                                 | I can follow multi-step instructions.                                       | <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>                                                                                                                                  |
| <b>Speaking</b>                               | I can use full sentences to express my wants and ideas.                                           | I can use newly learnt vocabulary through the day.                     | I can talk in sentences using conjunctions e.g. and, because, so, but.        | I can engage in conversations by responding appropriately, waiting my turn and adding my own ideas. | I can ask use talk to organise, sequence and clarify ideas, and to engage in storytelling.  | I can talk in fluent, clear and mostly grammatically correct sentences.     | <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul> |
| <b>Gross Motor Skills</b>                     | I can develop my balance, posture and coordination.                                               | I can explore speed and direction when travelling around a space.      | I can explore a range of jumping actions with control e.g. skipping, hopping. | I can develop coordination in ball skills independently and with others.                            | I can confidently climb and balance on different surfaces, including beams and monkey bars. | I can play team games, showing coordination and understanding of the rules. | <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Fine Motor Skills</b>                      | I can begin to use a tripod grip when using mark making tools.                                    | I can accurately draw lines, circles and shapes when drawing pictures. | I can develop scissor control to cut around more complex curved shapes.       | I can use cutlery correctly and with confidence.                                                    | I can manipulate small objects, fold and knot.                                              | I can form letters correctly using a tripod grip and correct pressure.      | <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Comprehension</b>                          | I can independently look at books, holding it correctly and turn the pages.                       | I can engage with and enjoy an increasing range of books.              | I can act out stories using recently learnt vocabulary.                       | I can talk about the characters in books being read.                                                | I can retell a story using language influenced from the book.                               | I can answer questions about what I have read.                              | <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> </ul>                                                                                                                                                    |
| <b>Word Reading</b>                           | I can segment and blend sounds within cvc words.                                                  | I can begin to read simple captions.                                   | I can recognise taught digraphs in words and                                  | I can read words containing digraphs                                                                | I can read longer sentences using tricky                                                    | I can read books matched to my phonics ability.                             | <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                         |                                                                                                   |                                                                                  | blend the sounds together.                                                                        | (special friends) and tricky words (red words).                                                 | (red) words and set 2 sounds.                                                                               |                                                                                                  | blending;<br>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.                                                                                                                                                                                                                                                                                                                                                           |
| <b>Writing</b>                          | I can give meaning to my marks.                                                                   | I can form letters correctly.                                                    | I can write words representing the sounds with a letter/letters (special friends).                | I can write labels and phrases representing all sounds with a letter/letters (special friends). | I can write words using set 1 & set 2 sounds.                                                               | I can write simple phrases and sentences.                                                        | - Write recognisable letters, most of which are correctly formed;<br>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;<br>- Write simple phrases and sentences that can be read by others.                                                                                                                                                                                                                                                             |
| <b>Number</b>                           | I can develop a deep understanding of numbers to 3.                                               | I can develop a deep understanding of numbers to 5.                              | I can recognise number bonds to 5 and show awareness of number patterns e.g. doubles, odd & even. | I can develop a deep understanding of numbers to 10 and use this knowledge to solve problems.   | I can recall number bonds to 5 and some to 10.                                                              | I can confidently count, compare and compose numbers to 10.                                      | - Have a deep understanding of number to 10, including the composition of each number;<br>- Subitise (recognise quantities without counting) up to 5;<br>- 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.                                                                                                                                                          |
| <b>Numerical Patterns</b>               | I can count forwards and backwards (with support) and begin to show understanding of cardinality. | I can count small groups of confidently.                                         | I can recognise 2D and 3D shapes, using these purposefully in play.                               | I can describe position and direction using specific vocabulary.                                | I can solve addition and subtraction problems using objects or stories.                                     | I can verbally count to 20 and beyond.                                                           | - Verbally count beyond 20, recognising the pattern of the counting system;<br>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;<br>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.                                                                                                                     |
| <b>Past and Present</b>                 | I can talk about own life story and how I have changed.                                           | I can talk about people who help us and how these roles have changed over time.  | I can compare artefacts with modern equivalents, using descriptive language.                      | I can talk about past and present events in my life and in stories I've heard.                  | I can recognise and talk about events/celebrations which happen every year using appropriate time language. | I can show awareness of changes throughout the year and sequence key events.                     | - Talk about the lives of the people around them and their roles in society;<br>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br>- Understand the past through settings, characters and events encountered in books read in class and storytelling.                                                                                                                                                       |
| <b>People, Culture and Communities</b>  | I can talk about myself, my family and my likes and dislikes.                                     | I can show awareness of the emotions of others and know how to be a good friend. | I can talk about people and places within my local community.                                     | I can talk about jobs within my local community and understand their importance.                | I can show awareness and respect of other cultures and their celebrations.                                  | I can understand and show respect for the differences between people.                            | - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br>- 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;<br>- 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. |
| <b>The Natural World</b>                | I can explore and ask questions about the natural environment around me.                          | I can develop an understanding of seasonal change.                               | I can make observations about plants, using scientific vocabulary.                                | I can make observations of animals and their life cycles.                                       | I can explore and talk about the weather.                                                                   | I can talk about why it's important to protect the environment and ways to do this               | - Explore the natural world around them, making observations and drawing pictures of animals and plants;<br>- 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;<br>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.                                                                     |
| <b>Creating with Materials</b>          | I can explore different collage materials.                                                        | I can cut, tear and stick materials independently.                               | I can manipulate different materials.                                                             | I can explore joining methods using glue, tape and folding.                                     | I can explore and create colours, patterns and textures.                                                    | I can share my creations, talk about the process and evaluate my work.                           | - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br>- Share their creations, explaining the process they have used;<br>- Make use of props and materials when role playing characters in narratives and stories.                                                                                                                                                                                                  |
| <b>Being Imaginative and Expressive</b> | I can sing and perform familiar songs.                                                            | I can create narratives based on familiar stories.                               | I can create my own stories.                                                                      | I can express myself through language, movement and music within my play.                       | I can explain and discuss my ideas with others.                                                             | I can work collaboratively with others to create storylines, performances and creative projects. | - Invent, adapt and recount narratives and stories with peers and their teacher;<br>- Sing a range of well-known nursery rhymes and songs;<br>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.                                                                                                                                                                                                                                         |