

### When I am learning about beliefs:

I can share and recall occasions when things have happened in my life that make me feel special.

I can recall simply what happens at a traditional Christian infant baptism and dedication.

I can recall simply what happens when a baby is welcomed into a religion other than Christianity.

I can talk about people who are special to me.

I can say what makes my family and friends special to me.

I can recall simply what happens at a traditional Christian festival (Christmas).

### When I am being a performer:

I can copy movements in response to music.

I can make different sound using instruments.

I can sing simple songs.

I can copy movements in response to music.

I can keep in time to a beat when moving.

I can make different sound using instruments.

I can pretend to be someone else.

### When I am a communicator:

I can listen to a simple conversation.

I can join in with stories and rhymes.

I can use joining words in my talk.

I can predict what might happen.

I can talk about an event in the past.

I can use simple question words.

I can use different tenses in my talk.

I can talk to adults about my needs.

### When I am developing my personal skills:

I can go to the toilet independently.

I can wash and dry my own hands.

I can dress myself.

### When I am developing my physical skills:

I can negotiate space, changing speed and direction to avoid obstacles.

I can move in different ways.

I am developing my balance.

I can talk about how my body feels.

I can draw lines and circles using my whole arm.

I am beginning to use 1 handed tools.

I am beginning to hold and control my pencil to copy some letter shapes.

I can use anti-clockwise movements.

I am learning to form my letters correctly.

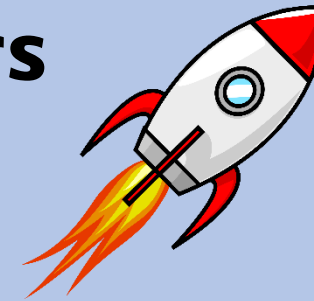
I can hold my pencil and mark making tools efficiently.

I can develop the muscles in my hands.

### Reception Curriculum Map

Autumn Term 2021

# Teddy Bears and Space



### When I am part of the school family:

I can play in a group.

I can invite other children to play with me.

I can talk to others in my play.

I can join in with others.

I can start a conversation and listen to others.

I can explain what I know and understand.

I can ask questions.

I can choose activities and resources with help.

I can talk to people who I don't know very well.

I can follow rules/instructions.

I will learn how to look after my classroom.

I can ask for help when I need it.

I am beginning to know that my actions and words can affect others.

I can take turns and share with support.

### When I am being a geographer:

I can describe places I am familiar with.

I can talk about myself and my home.

I can talk about similarities and differences between places/people.

### When I am being a historian:

I can talk about important people in my life.

I can talk about past and present events in my own life and in my family.

I can use words and phrases like old and new.

I can ask and answer questions about old and new objects.

### When I am being an artist and designer:

I can name primary and secondary colours.

I can use lines to create shapes and objects.

I can choose which colours to use for a purpose.

I can draw a simple representation of events, people and objects.

I can begin to use tools appropriately.

I can begin to create props for my role play.

### When I am using technology:

I can operate a range of simple technology.

I am learning that different technology is suitable for different purposes.

I can operate toys to achieve a desired effect.

### When I am being a scientist:

I can look carefully at the world around me and ask questions.

I can look after the world around me and notice change.

I can talk about the world and things I have noticed.

I can talk about how and why things happen and work.

I can talk about why things happen.

I can ask simple scientific questions.

I can use simple equipment to make observations.

**I am a reader:**

- I show an awareness of rhyme and alliteration.
- I can listen to and join in with stories and poems (perform).
- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories (perform).
- I can begin to suggest how a story might end (prediction).
- I can recognise familiar words and signs such as own name and advertising logos.
- I can look at books independently.
- I know that print carries meaning and is read from left to right and top to bottom.
- I can hear and say the initial sound in words.
- I can link sounds to letters, sounding some letters of the alphabet.
- I can read the 'tricky words': I, to, the, he, she, we, me, be & a.

**I am a writer:**

- I can spell the 'tricky words': I, to & the.
- I am beginning to use anti-clockwise movement and retrace vertical lines.
- I can write my own name using a capital letter at the start of my name.
- I can use a range of tenses.
- I can hear and write initial and final sounds in a CVC word.
- I can demonstrate control in large gross motor movements when using a wide range of equipment and malleable materials.
- I can demonstrate core strength:
  - crawl
  - push up from the floor when laying on front.
  - pull body weight along the floor

**I am a mathematician:**

- I am beginning to identify own mathematical problems based on my own interests.
- I can share out items in play.
- I can solve everyday problems with an adult.
- I can recognise and write numbers to 10.
- I can order numbers to 10.
- I can count accurately 1:1 to 10.
- I know the value of a single digit number.
- I can count to 10 (forwards and backwards).
- I can select the correct numeral to represent 1-5.
- I can use mathematical names for 2D shapes.
- I can select a named 2D shape.
- I can use positional language.
- I can use everyday language related to time and money.
- I can recognise a repeating pattern.
- I can use the language of 'more' and 'fewer' to compare two sets of objects.
- I can say the number that is one more than a given number.
- I am beginning to use the vocabulary involved in adding and subtracting.
- I can subitise to 3.