

When I am learning about beliefs:

- I can talk about how people celebrate traditions.
- I can retell religious stories.
- I can say why Easter is a special time for Christians.
- I can recognise some Christian symbols.

When I am being a performer:

- I can keep in time to a beat when moving.
- I can tap out a rhythm.
- I can experiment with changing sound.
- I can create props for my role play.
- I can move in different ways to show my ideas/how I am feeling.
- I can create and adapt my own songs.
- I can play alongside others to create a story.

When I am a communicator:

- I can listen to a simple story and answer questions.
- I can follow instructions.
- I can retell events in the correct order.
- I can explain why things happen.
- I can use new words appropriately.
- I can talk clearly about what I am thinking.
- I can tell stories orally.

When I am developing my physical skills:

- I can balance.
- I am beginning to catch.
- I can jump off an object and land safely.
- I can control small apparatus.
- I am developing my fine motor control
- I can control different tools safely.

When I am being a scientist:

- I can talk about life cycles.
- I notice similarities and differences between animals, objects, materials and plants.
- I can name wood, plastic, glass, metal, water and rock.
- I can look after living things.
- I can talk about how things grow.
- I can describe the features of plants and animals.

Reception Curriculum Map Spring Term 2019



When I am developing my personal skills:

- I can use equipment safely.
- I can do fastenings independently.
- I can say how to stay healthy and keep fit.

When I am being an artist and designer:

- I can experiment with colours and texture.
- I can draw simple representations or events, people and objects.
- I can mix colours.
- I can plan what I want to make before I make it.

When I am using technology:

- I can use a simple computer programme.
- I can record sound and play it back.
- I can use a camera.
- I know that technology is suitable for different purposes.

When I am being a historian:

- I can talk about important events in my life.
- I can recognise some objects that belonged in the past.
- I can ask questions about old and new objects and explain what they might be used for.

When I am being a geographer:

- I can ask questions and look carefully about the world around me.
- I can talk about how places are the same and different.
- I can talk about how people protect/destroy our environment and living things.
- I can find out how people look after their local area.

When I am part of the school family:

- I can behave differently in different situations.
- I can play cooperatively and take turns.
- I can think about how other people feel when making decisions and choices.
- I can talk about what I am good at.
- I can decide for myself when I do and do not need help.
- I can talk in front of others.
- I am aware of and understand rules.
- I can be patient.

I am a reader:

I can segment the sounds in simple words and blend them together and knows which letters represent some of them (CVC words).

I am beginning to read words and simple sentences.

I knows that information can be retrieved from books and computers (retrieval).

I am beginning to read common irregular words (tricky words).

I can link sounds to letters, sounding most letters of the alphabet.

I can make meaningful predictions about a story.

I am a writer:

I can hold my writing equipment (pencils, pens etc.) effectively to write.

I have a preference for a dominant writing hand.

I am developing my fine motor control when doing precision work (e.g. threading, drawing, tweezing).

I can segment sounds in simple words.

I can use language/talk to organise, sequence and clarify my thinking.

I can spell: I, no, to, go, and, the, he, we, be, me, she, was, you

I can hear and write the first, middle and last sound in a CVC word.

I am beginning to write a rhyming string (e.g. cat, sat, mat).



I am a mathematician:

I am beginning to extract the information from story problems.

I can solve everyday problems with a friend.

I can recognise numbers 0 - 20.

I can count objects that cannot be moved.

I can count to 20 (forwards and backwards)

I can count out objects from a larger group.

I can select the correct numeral to represent 1-10.

I am beginning to use mathematical names for 3D shapes.

I can select a particular named 3D shape.

I can order 2/3 items by length or height.

I can create and describe a repeating pattern involving shapes, colours and numbers.

I can order and sequence familiar events.

I can say one more and one less than a number up to 10.

I can find the total number of objects in two groups by counting all of them.

I am beginning to record a number sentence using jottings.