





Advent 1 - Children in reception will be working towards	s to stay on track to meet the Early Leaning Goal
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C&L	PSED	PD	Lit	Maths	UW	EA&D
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I can listen to and	I can use basic	I can use one handed	I can recognise my	I can count objects,	I can talk about	I can draw a self-
join in with songs,	vocabulary (happy,	tools safely. I can	name and write it.	actions, and sounds	people I know in my	portrait.
rhymes stories and	sad) to identify and	select what I need in		from 1-3	life	
associated actions	explain my emotions.	the environment.	I can orally blend and			I can create a collage
			segment.	I can subitise	I can talk about	using scissors, glue
I talk in full	I can show a	I can choose which		numbers 1-3.	significant figures	and colours
sentences of at least	developing	tools will give the	I can draw pictures to		from the past	effectively.
4 - 6 words,	understanding of	best result.	represent my ideas.	I can link the quantity	including the Queen	
sometimes supported.	classroom rules and			to the cardinal	and Florence	I can name all of the
	routines.	I can cut using	I can recognise all	number it represents.	Nightingale	colours and use them
		scissors with growing	set 1 sounds			for a purpose.
I can offer my own	I can listen to and	control		I can use jottings to	I can compare the	
ideas one to one or in	complete basic 2 part			represent numbers to	lives of other people	I can explain what my
groups.	instructions given by	I can explore		3.	in the past with my	creation is.
	my teachers and ask	different ways of			life now.	
	for help from familiar	moving, including		I can sort objects in		I can act out my own
I retell the main	adults when I need it.	jumping, hopping and		different ways and		narratives with
points of my favourite		skipping		explain my sorting	I can compare my	others, based on my
stories	I can make			with support.	school environment	everyday experiences
	independent choices	I can go to the toilet			with my home	through role play or
I can answer where,	in the learning	independently, wash		I can sort quantities	environment.	small world.
when, how and why	environment	my hands, and dry		into groups which are		
questions,	sometimes with	them.		the same, different	I can talk about key	I learn to sing simple
	support. I can share			and equal.	features in my local	songs from memory,
	and take turns	I can hold a pencil to			environment	with the support of an
		begin to write.				adult
	I make good choices					
	to keep me safe.					







Advent 2 - Children in reception will be working towards to stay on track to meet the Early Leaning Goals		
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CLL	PSED	PD	Lit	Maths	UW	EA
I can retell known	I can use more	I can use a pen,	I can name the first	I can count forwards	I can talk about how	I can create patterns
stories in my own	complex vocabulary to	pencil, scissors or	16 sounds taught	and backwards to 5.	my local environment	using shapes and
words, with some	identify emotions and	paintbrush to follow	through the Read		is the same /	colours.
support	feelings in stories.	along / trace a line /	Write Inc scheme.	I can use the language	different from the	
		shape		of equal to when two	environment in	I can mix colours and
I can offer my own	I Know and follow		I Can read words in	groups are the same.	stories.	create different
ideas and recall	classroom rules and	I can form	word time 1.1 - 1.6			shades.
experiences using new	routines. I can show	identifiable letters,		I can say what will be	I can make simple	
words I've learnt.	an increasing	and know the rhymes	I can begin to make	one more than a given	maps with the use of	I can say what my
	awareness and	to support this.	simple CVC words	number up to 5 using	stories	creation is and talk
I can create stories	understanding of the			concrete objects and		about it with support.
with support.	feelings of others.	I can show	I can read red ditty	a number line.	I can talk about	
		coordination when	books that match my		different religions /	I can retell known
I can use puppets to	I can complete two-	demonstrating gross	phonic phase,	I can say what will be	cultures; how they are	stories using props
retell stories	part instructions	motor movements.	sometimes with	one more than a given	similar and different	and puppets.
	given to me by my		support.	number up to 5 by	from my own	
I talk in full	teacher without	I can explore		counting aloud.		I can sing new songs
sentences using past	reminders.	different ways of	I attempt to form		I can talk about the	once they've been
and present tenses		moving and using	letter shapes	I can use five frames.	seasons and how	taught to me
accurately.	I can make	equipment.	matched to sounds,		these change the	
	independent choices		with support.	I can say what will be	environment	I use instruments to
	in the learning	I can balance on 1 leg.		one less than a given	throughout the year-	Keep a beat and play
	environment and help	And can hold a		number up to 5 by	Autumn	increasingly complex
	tidy up	position for 10		counting aloud.		patterns
		seconds.			I notice changes in	
	I can continue an			I can use earlier	the weather patterns	I can play a role in the
	activity until	I can get dressed and		than/later than/	as autumn moves into	nativity play
	completion.	undressed		before and after and	winter	
		independently.		sequence events.		

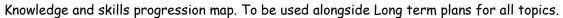






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CLL	PSED	PD	Lit	Maths	UW	EA
I can recall key facts	I can talk about the	I can hold scissors	I can name all set 1	I know that a number	I can draw / paint /	I can create prints
from nonfiction texts	feelings of others and	correctly to help me	sounds and some set 2	can be made up of two	collage / make models	using a variety of
we've been reading,	begin to show an	make things.	sounds.	smaller numbers.	following my	techniques.
with support	understanding of why				interests.	
	they might feel that	I can form	I can read word time	I can arrange		I can use my
I can make up my own	way.	identifiable letters	1.7 words	compositions of	I can describe	observation to draw in
simple stories		independently,		number bonds to 5 in	changes in water as it	more detail.
following a simple	I can set myself	sometimes sitting on a	I can read red band	different ways.	freezes and melts	
beginning, middle, end	challenges.	line.	books that match my			I can talk about my
structure.			phonic knowledge	I can begin to show a	I can talk about	creation and say what
	I can follow more	I can use the outdoor	sometimes with	knowledge of number	different countries	I like about it.
I am beginning to	complex instructions	equipment to balance,	support.	bonds by heart.	and explain	
offer simple	given to me by my	jump and land, climb.			similarities and	I have a repertoire of
explanations and	teacher.		I can begin to label	I can count, represent	differences between	songs which I can sing
opinions using new		I can combine	drawings and write a	and compare objects	our own.	from memory
words I've learnt	I know when I get	different movements	simple phrase.	up to 8.		
	frustrated and can	in a sequence e.g.			I can talk about the	I can move
I can transfer	manage my feelings	climb, jump, roll	I can form some	I can link the quantity	past in contrast to	rhythmically to music
vocabulary learned	appropriately.		recognisable letters	to the cardinal	the present using	
through reading in my			matched to sounds.	number it represents.	pictures, characters	I am beginning to
play	I can work with my				and stories.	make up my own
	friends to complete a			I can count forwards		stories using props
	project when I play.			and backwards to 8	I can talk about the	and puppets
				sometimes using a	seasons and how	
				number track with	these change the	
				support.	environment	
					throughout the year-	
				I can use a ten frame.	Winter	

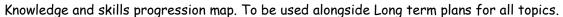






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CLL	PSED	PD	Lit	Maths	UW	
I can retell known	I can talk about my	I can use scissors to	I can read all set 1	I can combine two	I can draw / paint /	I can mix materials to
stories in greater	feelings in detail.	cut a variety of	and some set 2	groups to find the	collage/ make models	create different
detail, without		materials (wool,	sounds.	whole. I can arrange	of animals that I've	textures.
support	I can complete	fabric, tinfoil, tissue,		compositions of	observed or	
	challenges I have set	sometimes with	I can read words in	number bonds to 10 in	researched found in	I can mix techniques
I can explain and	for myself and set by	support.	word time 1.1 - 1.7	different ways using a	books	to create different
express opinions using	an adult with support.			tens frame.		textures.
new words I've learnt.		I can form	can spell words from		I can describe	
	I can adapt and refine	identifiable letters	word time 1.1 - 1.7	I am beginning to	changes in chocolate	I can explain my
I can tell my own	my thinking and	independently, on a	with modelled support	learn some number	as it melts-Easter	creative choices.
stories including	actions when I	line, with growing		bonds to ten with	Eggs	
increasing detail.	encounter a problem	proportion.	I can begin to read	support. I can		I make up my own
	in my play.		and spell cvc words	partition numbers to	I can observe and	stories with props and
I can talk about my		I can throw and catch	containing set 2	10 in a part whole	draw pictures of how	puppets, using
favourite stories in	I know that God made	with a partner.	special friends	model sometimes with	seeds/plants grow and	language which has
detail.	me and loves me.			support.	how they adapt to the	been influenced by
		I can kick a ball and	I can read red band		environment	reading
I can select books to	I join in with prayers	receive it with a	books that match my	I can recognise and		
read during S.Q.I.R.T	and make the sign of	partner.	phonic phase,	name some basic 2-D	I can talk about the	I can make models
time based on my own	the cross.		sometimes with	and 3-D shapes.	seasons and how	using loose parts and
interests		I can balance a	support.		these change the	create storylines
		beanbag on my head		I can describe a	environment	
			I can write simple	shape using terms	throughout the year-	
		I can balance using	sentences sometimes	such as 'sides,	Spring	
		the outdoor	with support	corners, flat, solid		
		equipment		etc' I can compose	I can talk about	
				and decompose 3-D	people with different	
				shapes to see the 2-D	beliefs to my own	
				shapes inside.		

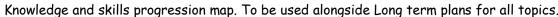






CLL	PSED	PD	Lit	Maths	UW	EA
I can recall key facts	I can continue an	I can use scissors to	I can read all set 1	I can create my own	I can show how	I can recognise the
from nonfiction texts	activity with	cut a variety of	and some set 2	AB patterns.	different religions /	way patterns are
we've been reading	sustained	materials to	sounds.		cultures are similar	made in different
	concentration.	independently support		I can repeat more	and different from	cultures.
I can ask questions to		my model making /	I can write a sequence	complex patterns e.g.,	my own	
find out more	I can complete	artwork.	of simple sentences	AABB, ABB, AABBB.		I can use patterns to
	challenges I have set		using any taught		I can talk about some	inspire my own work.
I can use talk about	for myself and set by	I can form some	digraphs / trigraphs	I can count on from a	similarities and	
the past, using new	an adult.	capital letters	(when guided)	given number up to 10.	differences between	I can say how I could
words I've learnt		matched to lower case			the natural world in	improve my work.
	I understand when I	letters that I know,	I can form most	I can count back from	the park and a	
I speak in longer	am frustrated and	with some support.	letters correctly.	a given number up to	contrasting	I can make my own
sentences joined by	know how to regulate			10 using a number line.	environment like in	instrument to make a
conjunctions following	my emotions	I can play group	I can retrieve		Handas Surprise.	sound.
a spoken model.		games which involve	information from	I can count aloud		
		ball skills and control	text.	counting on from a	I can say which	I can make more
I am confident to		of large-scale		given number up to 10.	animals live in	detailed models in the
share my ideas with		movements.	I can explain what		different	workshop.
larger groups			words mean.	I can count aloud	environments and how	
		I can talk about the		counting back from a	they adapt to those	
		factors that support	I can form	given number up to 10.	environments.	
		my health and	interpretations from			
		wellbeing (RSHE)	text.	I can count forwards	I can name the seven	
				and backwards to 20.	continents.	
		I can work with				
		others to use the		I can use ten frames		
		large construction in		to make numbers to		
		the environment		10		







CLL	PSE	PHS	Lit	Maths	UW	EA
I can ask questions	ELG Achieved	I can use a tripod grip	I can confidently	I know that doubling	I can talk about how	I can design and make
and explain what I		to form all letters	read all set 1 and set	means twice as many.	my local environment	my own sculpture.
understand by the		(lower and upper	2 sounds.		is the same /	
answers.		case).		I can double a given	different from the	I can explain the
			I can spell CVC, CVVC	number using	environment in stories	creative choices of
I can use talk to plan		I can travel with	words as well as some	concrete objects and		others.
ahead using new		confidence and skill,	words containing set 2	jottings.	I can use maps and	
words I've learnt.		negotiating space	special friends.		plans to design my	I can talk about how
		independently.		I can recall some	own garden.	different types of
I speak in longer			I can read green band	doubling facts up to		music make me feel
sentences joined by		I can independently	books that match my	10 sometimes with	I can draw / paint /	
conjunctions.		use a range of large	phonic knowledge	support.	collage plants that	I can perform by
		and small apparatus	sometimes with		I've observed or	singing and dancing
The stories I make up		indoors and outside.	support.	I can share a given	researched	
include aspects of				quantity into two		I can create transient
story language		I can understand the	I can write a sequence	equal groups.	I can say which plants	art using shells and
		importance of	of simple sentences		live in different	other loose parts in
demonstrate		exercise and healthy	using any taught	I can halve a whole	environments and how	the sand.
understanding of what		eating.	digraphs / trigraphs.	number by sorting it	they adapt to those	
has been read to				into two equal groups.	environments	
them by retelling						
stories and narratives				I can represent my	I can talk about	
using their own words				understanding of	differences and	
and recently				doubling, halving and	similarities of the	
introduced				sharing in different	seaside from present	
vocabulary.				ways.	day to Victorian	





Knowledge and skills progression map. To be used alongside Long term plans for all topics.

,	angle annual extreme principle decemen	 are parting that the present of the		
		I know that when a	I can talk about the	
		group can't be shared	seasons and how	
		equally, it is odd.	these change the	
			environment	
		I know that when a	throughout the year-	
		group can be shared	Summer	
		equally, it is even.		
		I can compare length,		
		weight and capacity.		
		, ,		
		I can describe length		
		using shorter than, it		
		is longer than, it is		
		equal to.		
		oquai ro.		
		I can describe weight,		
		using heavier than, it		
		is lighter than, it is		
		equal to.		
		equal to.		
		I can describe		
		distance		
		Far, further, furthest		
		I can describe		
		capacity		