**Roby Park Primary School **

**Reception Rolling Programme**

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| **Themes** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Personal, Social and Emotional Development** | * Shows confidence in asking adults for help.
* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
* Confident to speak to others about own needs, wants, interests and opinions.
* Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
* Initiates conversations, and listens to others.
 | * Confident to speak to others about own needs, wants, interests and opinions.
* Aware of the boundaries set, and of the behaviour expectations in the setting.
* Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
* Initiates conversations, and listens to others.
 | * Confident to speak to others about own needs, wants, interests and opinions.
* Confident to talk to other children when playing, and will communicate freely about own home and community.
* Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
* Aware of the boundaries set, and of behavioural expectations in the setting.
* Initiates conversations, attends to and takes account of what others say.
 | * Confident to speak to others about own needs, wants, interests and opinions.
* Can describe self in positive terms and talk about abilities.
* Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
* Explains own knowledge and understanding, and asks appropriate questions of others.
* Takes steps to resolve conflicts with other children, e.g. finding a compromise.
 | * Confident to try new activities, and say why they like some activities more than others.
* Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.
* Play co-operatively, taking turns with others.
* Take account of one another’s ideas about how to organise their activity.
 | * Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
* Say when they do or don’t need help.
* Adjust behaviour to different situations, and take changes of routine in their stride.
* Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.
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| **Physical Development** | * Experiments with different ways of moving.
* Jumps off an object and lands appropriately.
* Begins to use anticlockwise movement and retrace vertical lines.
* Begins to form some recognisable letters.
* Observes the effects of activity on their bodies.
* Understands that equipment and tools have to be used safely.
 | * Usually dry and clean during the day.
* Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
* Shows a preference for a dominant hand
* Begins to use anticlockwise movement and retrace vertical lines.
* Begins to form recognisable letters.
 | * Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.
* Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Begins to form recognisable letters.
 | * Eats a range of healthy foodstuff and understands the need for variety in food.
* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
* Begins to use anticlockwise movement and retrace vertical lines.
* Begins to form recognisable letters.
* Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
 | * Show good control and co-ordination in large and small movements.
* Handle equipment and tools effectively, including pencils for writing.
* Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
 | * Move confidently in a range of ways, safely negotiating space.
* Handle equipment and tools effectively, including pencils for writing.
* Know the importance for good health of physical exercise, and a heathy diet, and talk about ways to keep healthy and safe.
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| **Communication and Language** | * Sit quietly and listen during appropriate activity for short periods of time.
* Beginning to understand ‘why’ and ‘how’ questions.
* Responds to simple instructions.
* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
* Builds up vocabulary that reflects the breadth of their experiences.
* Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’
* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 | * Maintains attention, concentrates and sits quietly during appropriate activity for short periods of time.
* Responds to simple instructions.
* Responds to instructions involving a two-part sequence.
* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Uses language to imagine and recreate roles and experiences in play situations.
 | * Maintains attention, concentrates and sits quietly during appropriate activity.
* Responds to instructions involving a two-part sequence.
* Understands humour, e.g. nonsense rhymes, jokes.
* Able to follow a story without pictures or props.
* Uses language to imagine and recreate roles and experiences in play situations.
 | * Maintains attention, concentrates and sits quietly during appropriate activity.
* Two-channelled attention – can listen and do for short span.
* Able to follow a story without pictures or props.
* Listens and responds to ideas expressed by others in conversation or discussion.
* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Introduces a storyline or narrative into their play.
 | * Listen attentively in a range of situations.
* Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
* Follow instructions involving several ideas or actions.
* Express self effectively, showing awareness of listeners’ needs.
* Use past, present and future forms accurately when talking about the past, present and future.
 | * Give attention to what others say and respond appropriately, while engaged in another activity.
* Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
* Develop their own narratives and explanations by connecting ideas or events.
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| **Literacy** | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
* Beginning to be aware of the way that stories are structured.
* Suggests how a story might end.
* Describes main story settings, events and principal characters.
* Listens to stories with increasing attention and recall
* Continues a rhyming string.
* Hears and says the initial sound in words.
* Gives meaning to marks they make as they draw, write and paint.
 | * Hears and says the initial sound in words.
* Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
* Begins to read simple words.
* Can segment the sounds in simple words and blend them together.
* Hear and say the initial sound in words and take this to print. Hear some sounds as they occur in words and take these to print with support.
* Writes own name.
 | * Hears and says the initial sound in words.
* Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
* Links sounds to letters, naming and sounding the letters of the alphabet.
* Begins to read words and simple sentences.
* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
* Writes own name.
 | * Read and understand simple sentences.
* Use phonic knowledge to decode regular words.
* Enjoys an increasing range of books.
* Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
* Writes own name and other things such as labels, captions.
* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
* Attempts to write short sentences in meaningful contexts.
 | * Read and understand simple sentences.
* Use phonic knowledge to decode regular words and read them aloud accurately.
* Read some common irregular words.
* Use phonic knowledge to write words in ways which match their spoken sounds.
* Write some irregular common words.
* Write simple sentences which can be read by themselves and others.
 | * Read and understand simple sentences.
* Use phonic knowledge to decode regular words and read them aloud accurately.
* Read some common irregular words.
* Demonstrate understanding when they talk to others about what they have read.
* Use phonic knowledge to write words in ways which match their spoken sounds.
* Write some irregular common words.
* Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
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| **Mathematics** | * Recognise some numerals of personal significance.
* Recognises numerals 1 to 5.
* Counts up to three or four objects by saying one number name for each item.
* Counts actions or objects which cannot be moved.
* Counts out up to six objects from a larger group.
* Recites numbers in order to 10.
* Begin to use mathematical names for some 2-D shapes, and describe 2D shapes.
* Can describe their relative position such as ‘*behind*’ or ‘*next to*’.
 | * Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
* Counts an irregular arrangement of up to ten objects.
* Estimates how many objects they can see and checks by counting them.
* Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
* Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes.
* Uses familiar objects and common shapes to create and recreate patterns and build models.
 | * Finds the total number of items in two groups by counting all of them.
* Says the number that is one more than a given number.
* Finds one more or one less from a group of up to five objects, then ten objects.
* Orders two or three items by length or height.
* Orders two items by weight or capacity.
 | * In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
* Records, using marks that they can interpret and explain.
* Begins to identify own mathematical problems based on own interests and fascinations.
* Use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes.
* Orders and sequences familiar events.
 | * Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
* Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.
* Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
 | * Solve problems, including doubling, halving and sharing.
* Recognise, create and describe patters.
* Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
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| **Understanding of the World** | * Shows an interest in the lives of people who are familiar to them.
* Remembers and talks about significant events in their own experience.
* Looks closely at similarities, differences, patterns and change.
* Developing an understanding of growth, decay and changes over time.
* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Knows how to operate simple equipment.
* Interacts with age-appropriate computer software.
 | * Enjoys joining in with family customs and routines.
* Looks closely at similarities, differences, patterns and change.
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 | * Enjoys joining in with family customs and routines.
* Looks closely at similarities, differences, patterns and change.
* Interacts with age-appropriate computer software.
 | * Enjoys joining in with family customs and routines.
* Looks closely at similarities, differences, patterns and change.
* They make observations of animals and plants and explain why some things occur, and talk about changes.
* Completes a simple program on a computer.
 | * Talk about past and present events in their own lives and in the lives of family members.
* Know that other children don’t always enjoy the same things, and are sensitive to this.
* Know about similarities and differences in relation to places, objects, materials and living things.
* Talk about the features of their own immediate environment and how environments might vary from one another.
* Recognise that a range of technology is used in places such as homes and schools.
 | * Know about similarities and differences between themselves and others, and among families, communities and traditions.
* Make observations of animals and plants and explain why some things occur, and talk about changes.
* Select and use technology for particular purposes.
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| **Expressive Art and Design** | * Enjoys joining in with dancing and ring games.
* Sings a few familiar songs and is beginning to build a repertoire of songs and dances.
* Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
* Create simple representations of events, people and objects.
* Engages in imaginative role-play based on their own first-hand experiences.
* Chooses particular colours to use for a purpose.
* Explores the different sounds of instruments.
 | * Chooses particular colours to use for a purpose.
* Explores what happens when they mix colours.
* Experiments to create different textures.
* Understands that different media can be combined to create new effects.
* Manipulates materials to achieve a planned effect.
* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
* Introduces a storyline or narrative into their play
* Plays alongside other children who are engaged in the same theme.
* Plays cooperatively as part of a group to develop and act out a narrative.
 | * Manipulates materials to achieve a planned effect.
* Constructs with a purpose in mind, using a variety of resources.
* Uses simple tools and techniques competently and appropriately.
* Introduces a storyline or narrative into their play.
 | * Continue to build a repertoire of songs and dances.
* Constructs with a purpose in mind, using a variety of resources.
* Selects appropriate resources and adapts work where necessary.
* Selects tools and techniques needed to shape, assemble and join materials they are using.
* Plays cooperatively as part of a group to develop and act out a narrative.
 | * Sing songs, make music and dance, and experiment with ways of changing them.
* They represent their own ideas, thoughts and feelings through design technology, art music, dance, role play and stories.
* Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
 | * Sing songs, make music and dance, and experiment with ways of changing them.
* Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
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| **Characteristics of Effective Learning** | * Finding out and exploring: showing curiosity about objects; engaging in open ended activity
* Playing with what they know: pretending objects are things from their experience; taking on a role in their play; acting out experiences with other people
* Being willing to have a go: initiating activities; seeking challenge; taking a risk, engaging in a new experience and learning by trial and error.
 | * Playing and exploring: initiating activity; seeking challenge’ showing a can do attitude.
* Active learning: Persisting with an activity when challenges occur; showing a belief that with more effort or a different approach it will pay off; bouncing back after difficulties.
* Enjoying what they set out to do: showing satisfaction in meeting their own goals; being proud of what they accomplish not just the end result; enjoying meeting challenges for their own sake rather than external rewards or praise.
 | * Having their own ideas: thinking of ideas; finding ways to solve problems; finding new ways to do things.
* Making links: making links and noticing patterns in their experiences; making predictions; testing their ideas.
 | * Being involved and concentrating: maintaining focus on their activity for a period of time; showing high levels of fascination and interest; not easily distracted, paying attention to details.
* Find out and exploring: showing curiosity about objects, events and people; using senses to explore the world around them.
 | * Having their own ideas: Thinking of ideas; finding ways to solve problems; finding new ways to do things.
* Making links: developing ideas of grouping, sequences cause and effect.
* Choosing ways to do things: planning, making decisions about how to approach a task, solve problems and reach a goal; checking how well their activities are going; changing strategy when needed; reviewing how well the approach worked.
 | * Being willing to have a go: Showing a can do attitude.
* Playing with what they know: Representing their experiences in play.
* Finding out and exploring: Showing particular interests; engaging in an open ended activity; uses senses to explore the world around them.
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