**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. |
| **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. |
| **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. |
| **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. |
| **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. * Interacts with age-appropriate computer software. | * 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. |
| **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. |
| **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. |