



Fordbridge
Reception termly expectations



Autumn – specific area

literacy
• Read individual letters by saying the sounds for them.
• Spell words by identifying the sounds and then writing the sound with letter/s.

UW
• Talk about members of their immediate family and community.
• Name and describe people who are familiar to them.
• Draw information from a simple map.
• Explore the natural world around them.
• Describe what they see, hear and feel whilst outside.

maths
• Count objects, actions and sounds.
• Explore the composition of numbers to 10.
• Continue, copy and create repeating patterns.
• Compare length, weight and capacity.

EAD
Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Listen attentively, move to and talk about music, expressing their feelings and responses.



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Spring - Specific Areas

literacy
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences
Read a few common exception words matched to the school's phonic programme.
• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

UW
• Recognise that people have different beliefs and celebrate special times in different ways.
• Recognise some environments that are different to the one in which they live.

maths
• Subitise.
• Link the number symbol (numeral) with its cardinal number value.
Count beyond ten

EAD
• Watch and talk about dance and performance art, expressing their feelings and responses.
• Sing in a group or on their own, increasingly matching the pitch and following the melody.
• Develop storylines in their pretend play.
Explore and engage in music making and dance, performing solo or in groups.



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Summer - Specific Areas

Literacy
• Read some letter groups that each represent one sound and say sounds for them.
• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
• Form lower-case and capital letters correctly.
• Re-read what they have written to check that it makes sense.
EARLY LEARNING GOALS
Comprehension
• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Word Reading
• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

UW
• Comment on images of familiar situations in the past.
• Compare and contrast characters from stories, including figures from the past.
• Understand that some places are special to members of their community.
• Recognise some similarities and differences between life in this country and life in other countries
• Understand the effect of changing seasons on the natural world around them.
EARLY LEARNING GOALS
Past and Present



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- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

maths
• Compare numbers.
• Understand the 'one more than/one less than' relationship between consecutive numbers.
• Automatically recall number bonds for numbers 0-10.
• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
EARLY LEARNING GOALS
Number
• Have a deep understanding of number to 10, including the composition of each number.
• Subitise (recognise quantities without counting) up to 5.



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Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

EAD

Create collaboratively sharing ideas, resources and skills.

EARLY LEARNING GOALS

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.