**Cogenhoe Primary School**

Reception Milestones

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| **Communication and Language** | | | | | | |
| **Listening, attention and understanding** | | | | | | |
| **Baseline** | **Autumn Term - December** | | **Spring Term - April** | | **Summer Term ELG - July** | |
| Listen and follow directions and look at someone when they are speaking.  User prepositions when following instructions.  Ask and respond to ‘why’ questions.  Follow stories read to them and talk about the pictures in the book. | Understand why listening is important.  Listen to and follow an instruction.  Follow instructions, provided they are not over-engaged in their own activity.  Listen to stories with increased attention and recall.  Ask and respond to ‘why’ questions.  Show interest in the lives of other people or events.  Listen to one another in one to one or small groups.  Show interest in non-fiction books. | | Know that they need to be quiet and concentrate when listening.  Maintain attention, concentration and sitting quietly during appropriate activities.  Listen to a whole story from beginning to end.  Respond to instructions involving a two-part sequence.  Listen and respond to ideas expressed by others in conversation and discussion.  Remember key points from a story without needing prompts.  Show specific interest in a non-fiction book linked to a topic or theme. | | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | |
| **Speaking** | | | | | | |
| Know many rhymes, be able to talk about familiar books and be able to tell a long story  Develop their communication but may struggle with using tenses accurately  Begin to use sentences with 4-6 words  Begin to start a conversation with an adult or a friend and continue it in turns. | Expand their vocabulary to include new words related to the topic or theme.  Continue to use new vocabulary when the topic or theme has ended.  Ask questions to understand.  Retell a simple past event in the correct order.  Use talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.  Use talk to connect ideas, explained what has happened and anticipate what might happen next, recalling and reliving past experiences. | | Use new vocabulary in different contexts.  Ask questions to learn more about an event or task  Use complete sentences more regularly.  Use language to imagine and recreate roles and experience in play situations.  Link statements sticking to a main theme or intention.,  Use talk to organise, sequence and clarify thinking, feelings and ideas. | | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | |
| **Personal, Social and Emotional Development** | | | | | | |
| **Self-Regulation** | | | | | | |
| **Baseline** | **Autumn Term - December** | | **Spring Term - April** | | **Summer Term ELG - July** | |
|  | **Me and My Relationships** | **Rights and Responsibilities** | **Valuing Differences** | **Being My Best** | **Keeping Safe** | **Growing and Changing** |
| Select and use activities and resources  Enjoy the responsibility of carrying out small tasks  Be confident to talk to other children when playing and communicating freely about their own home and community.  Be outgoing towards unfamiliar people and be more confident in new social situations  Show confidence when asking adults for help  Welcome and value praise for what they have done. | Describe themselves in positive terms and talk about their own abilities  Be confident to speak to others about needs, wants, interests and opinions  Begin to express their feelings and consider the feelings of others.  Know when they are upset about a situation and explain why  Choose their own equipment that is necessary to complete a task.  Show enthusiasm and excitement when anticipating and engaging in certain activities. | | Recognise themselves as a valuable individual.  Willingly express their feelings and know when they have been kind and considerate  Moderate their feelings when they have been upset.  Be confident to try new activities.  Say why they like some activities more than others.  Be confident to speak in a familiar group.  Be happy to talk about their own ideas.  Choose the resources they need for a given activity.  Say when they do and do not need help. | | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow | |
| **Managing Self** | | | | | | |
| Be aware of own feelings, and know that some actions and words can help others feelings.  Begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others  Usually tolerate delay when their needs are not immediately met.  Understand that their wishes may not always be met.  Adopt their behaviour to different events, social situations and changes in routine. | Show that they can stick with an activity, even if it is challenging.  Select and use activities and resources with help.  Enjoy the responsibility of carrying out small tasks.  Be confident to talk to other children when playing, communicating freely about their home and community.  Be outgoing towards unfamiliar people and be more confident in new social situations  Show confidence in asking others for help. | | Be able to talk about a challenging task and be prepared to have a go.  Welcome and value praise for what they have done.  Willingly participate in a wide range of activities.  Show enthusiasm and excitement when anticipating and engaging in certain activities.  Be confident to speak to others about wants, needs, interests and opinions.  Be confident in speaking in front of a small group.  Describe themselves in positive terms and talk about their abilities  Show resilience and perseverance in the face of challenge  Have an awareness of keeping teeth clean. | | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and how to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | |
| **Building Relationships** | | | | | | |
| Play in a group, extending and elaborating play ideas  Initiate play, offering opportunities for others to join in.  Keep play going by responding to what others are saying.  Demonstrate friendly behaviour, initiating conversations. | Learn to listen to one another and show respect when doing so.  Initiate conversations, attending to and taking account of what others say  Explaining knowledge and understanding and asking appropriate questions of others  Take steps to resolve conflicts with others and attempt to find a compromise. | | Build constructive and respectful relationships  Play co-operatively with others and take into account their ideas  Be happy to listen to others’ organisational ideas  Show sensitivity to others’ feelings. | | Work and play co-operatively and take turns with others.  Form positive attachments to adults and friendships with peers  Show sensitivity to their own and others needs. | |
| **Physical** | | | | | | |
| **Gross Motor Skills** | | | | | | |
| **Baseline** | **Autumn Term - December** | | **Spring Term - April** | | **Summer Term ELG - July** | |
| Skip, hop and stand on one leg and hold position for a few seconds.  Balance and ride a trike or scooter.  Use stairs using alternate feet.  Respond to music using appropriate movement and rhythm. | Show increasing control when linking movements together.  Know that it is good to be active and sometimes get out of breath.  Move freely with confidence in a range of ways.  Mount stairs, steps or climbing equipment using alternative steps.  Stand momentarily on one foot.  Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed. | | Recognise how they can refine a range of physical actions such as rolling, running, skipping etc  Jump off objects safely and carefully.  Negotiate space carefully.  Travel with confidence and skill when moving around under, over and through various equipment.  Show increasing control when throwing, catching and kicking a ball.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully for future physical education. | | Negotiate space and obstacles safely, with consideration for themselves and others  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | |
| **Fine Motor Skills** | | | | | | |
| Make small cuts in paper with scissors.  Use a comfortable grip with good control when holding pens, pencils and paint brushes.  Begin to show a preference for a dominant hand. | Draw lines and circles using gross motor movements.  Use one handed tools and equipment, eg. child scissors  Begin to hold pencil correctly and show good control.  Copy some letters, especially from their own name. | | Handle tools, objects, construction and malleable materials safely and with increasing control.  Show a preference for a dominant hand.  Begin to show anti-clockwise movements and retrace vertical lines.  Begin to form recognisable letters.  Use a pencil and hold it effectively to form recognisable letters, especially in their own name. | | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools including scissors, paint brushes and cutlery  Begin to show accuracy and care when drawing. | |
| **Progression in pen grip:** | | | | | | |
| **Literacy** | | | | | | |
| **Word Reading** | | | | | | |
| **Baseline** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| Spot and suggest rhymes to develop phonological awareness.  Recognise words with the same initial sound.  Ascribe meaning to other marks, like on signage | Join in with rhymes and stories.  Join in with the rhythm of well-known rhymes and songs.  Recognise their own name.  Identify sounds in words, in particular initial sounds.  Segment and blend simple words, demonstrating knowledge of sounds (with support).  Link sounds to letters in the alphabet.  Read individual letters by saying the sounds for them.  Blend sounds to read simple captions. | | Read simple words and simple sentences.  Blend sounds into words, so that they can read short words made up of letter-sound correspondences.  Read a few common exception words linked to the school’s phonic programme.  Read simple phrases and sentences made up of letters with known letter-sound correspondences and, where necessary, a few exception words.  80% taught phonemes  80% blending  80% tricky words | | 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. | |
| Comprehension | | | | | | |
| Hold a book, turn the page and indicate an understanding of pictures and print.  Talk about events and characters in books.  Make suggestions about what might happen next in a story. | Follow a story being read to them by turning the page and respond appropriately.  To use pictures to re-tell and understand the story in simple terms. | | Talk about events and characters in books in more detail.  Make suggestions about what might happen next in a story  Read simple words and sentences  Talk about their favourite book  Use vocabulary and events from stories in their play  Re-read books to build up their confidence, their fluency and their understanding and enjoyment in word reading. | | Demonstrate an 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 the recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. | |
| **Writing** | | | | | | |
| Start to write identifiable shapes and letters.  Draw lines and circles in the air, on the floor or on large sheets of paper.  Use tools for mark making with some control.  Give meaning to marks that they make.  Copy shapes, letters and pictures.  Begin to write their name with support. | Begin to form lower-case correctly.  Verbally spell words by identifying the sounds.  Segment simple words and write the corresponding sounds with letters.  Talk about sentences and start to write short sentences.  Start to use full stops, finger spaces and capital letters in the correct places.  Begin to spell some common exception words (I, the) | | Use digraphs correctly in their writing.  Write some common exception words.  Write simple sentences which can be read by themselves and others.  Spell small, familiar words correctly and make phonetically plausible attempts at more complex words.  Re-read what they have written to make sure it makes sense. | | 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. | |
| **Phonics** | | | | | | |
| ELS baseline | 1. Oral blending 2. Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) 3. 12 new harder to read and spell (HRS) words | | 1. Oral blending 2. Sounding out and blending with 29 new GPCs 3. 32 new HRS words 4. Revision of Phase 2 | | Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc  Introduction to Phase 5 for reading  • 20 new GPCs  • 16 new HRS words | |

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| **Mathematics** | | | |
| **Number** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
| Use number names to 5 and sometimes count accurately.  Represent numbers using marks, fingers or digits.  Say when two groups have the same number of objects.  Identify numerals in the environment.  Subitise (to 3)  Count 1:1 to 5 objects  Understand cardinal principle (last number said represents how many)  Represent 3 – fingers/counters/objects  Match numeral and amount to 3 | Count objects, actions and sounds up to 5.  Link the number symbol (numeral) with its cardinal number value.  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore composition of numbers to 5.  Verbally solve simple addition and subtraction number problems with equipment.  Identify when a set can be subitised and when counting in needed  Subitise different arrangements of quantities up to 5  Represent an amount using fingers to represent a quantity within 5  Count accurately using 1:1 correspondence (cardinal principle), knowing that the last count tells us ‘how many’.  Recognise and match numeral and amount to 5 | Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–10.  Solve simple addition and subtraction number problems.  Subitise up to 5 and beyond (with increasing confidence) and connect quantities to numerals  Represent amounts to 10 – fingers/10 frame/objects  Recognise and match numeral and amount to 10  Show confidence when using 1:1 correspondence (cardinal principle), knowing that the last count tells us ‘how many’, link cardinality and ordinality through the ‘staircase’ pattern. | Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  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** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
| Recite numbers to 10  Compare more/less (fewer)  Sort objects in a way that makes sense to them | Compare amounts using vocabulary such as; ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.  Continue, copy and create repeating patterns.  Compare length, weight and capacity.  Recognise simple 2D shapes.  Begin to develop the language of ‘whole’ when talking about objects which have parts  Make different arrangements of numbers within 5 and talk about what they can see. E.g “2 is a part and 3 is a part, the whole is 5”.  Spot smaller numbers ‘hiding’ inside larger numbers | Count beyond ten.  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.  Begin to talk about the ways that 5 can be made up – part/whole and identify what missing part is  Explore the structure of 6 and 7 (5 and a bit) connecting this to finger patterns/Hungarian number frame  Understand that two equal groups can be called a ‘double’ and connect this to finger patterns.  Recite numbers to 20, beginning to recognise pattern in numbers  Order numbers to 10  Identify equal and unequal groups when comparing numbers | 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 equal to another.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be shared equally. |

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| **Understanding the World** | | | |
| **Past and Present** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
| Begin to have an understanding for terms like: yesterday, last week and last year  Appreciate that people are older and younger than them.  Appreciate that certain artefacts and resources are old and have been used before. | Remember and talk about significant events in their own experiences, e.g., birthdays.  Begin to be familiar with words and phrases associated with long ago such as ‘in the past’ or ‘a long time ago.’  Begin to understand that some familiar stories were set in a time before they were born. | Recognise and describe special times or events for family and friends.  Begin to compare and contrast characters in stories about the past  Use appropriate language to describe the past, such as ‘in the past’. | 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** | | | |
| Show interest in the lives of people who are familiar to them.  Start to show an interest in different occupations and ways of life.  Have positive attitudes towards differences. | Show an increased interest in the lives of people who are familiar to them.  Begin to understand that not all people celebrate the same things as them.  Have a greater understanding about why certain events are being celebrated.  Talk about people that are helpful to them both from within and outside of their family. | Draw information from a simple map.  Recognise differences and similarities between life in this country and life in other countries.  Recognise that people have different beliefs and celebrate special times in different ways.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  Know some similarities and differences between 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 - where appropriate – maps. |
| **The Natural World** | | | |
| Ask questions about aspects of their familiar world such as the place where they live and the natural world.  Talk about some of the things they have observed.  Start to develop an understanding of growth, decay and changes over time  Show care and concern for living things and the environment. | Talk about some of the things they have observed such as plants, animals, natural and found objects.  Have a greater awareness of seasonal change.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside. | Talk about why things happen and how things work  Understand more about growth, decay and changes over time.  Identify features of living things such as animals with legs or those with wings.  Ask questions about aspects of their familiar world such as the place where they live or the natural world.  Ask questions about some of the things they have observed such as plants and animals.  Recognise some environments which are different to the one in which they live.  Understand the changing seasons on the natural world around them. | 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 seasons and changing states of matter. |
| **Expressive Arts and Design** | | | |
| **Creating With Materials** | | | |
| **Baseline** | **Autumn Term** | **Spring Term** | **Summer Term** |
| Explore colour and how colours can be changed  Understand that they can use lines to enclose a space and then use these shapes to represent objects  Show interest in and describe the texture of things  Use various construction materials  Begin to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joining construction pieces together to build and balance. | Realise that tools can be used for a purpose  Use simple tools and techniques competently and appropriately  Select the appropriate brush for a given purpose  Explore what happens when they mix colour  Experiment with different textures.  To choose and use a variety of materials to create their own artwork  To select and use the appropriate tools for the appropriate process. (Thick and thin brushes, glue sticks or PVA glue) | Safely use and explore a variety of materials, tools and techniques  Experiment with colour, design, texture, form and function  Select tools and use techniques needed to shape, assembly and join materials they are using  Understand that different media can be combined to make new effects.  To draw or talk through ideas of a planned creation  To discuss and explain their design/creation. | 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** | | | |
| Develop preferences for forms of expression.  Use movement to express feelings.  Create movement in response to music.  Sing to self and make up simple songs  Notice what adults do, imitate it when it has been observed and do it spontaneously when the adult is not there  Engage in imaginative role play based on own first-hand experience  Build stories around toys, e.g. firefighters rescuing trapped people.  Using available resources to create props to support role play. | Enjoy joining in with dancing and singing games  Sing a few familiar songs  Begin to move rhythmically  Imitate movement in response to music  Tap out simple repeated rhythms  Explore and learn how sounds can be changed | Explore and learn how sounds can be changed  Sing songs, make music and experiment with ways of changing them  Begin to build a repertoire of songs and dances  Explore the different sounds of instruments  Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. | 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 to music. |