

# Reception—Communication, language and literacy overview

## Reading

Foster a love of books by providing a rich reading environment within the classroom.

Have regular reading times throughout the day where an adult reads to the children or the children look at books independently.

Read individual letters by saying the sounds for them (phonics).

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

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.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Demonstrate understanding of what has been read to them by retelling stories and narratives

## Communication and language

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



## Handwriting/physical development

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools: pencils for drawing and writing, paint-brushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, co-ordination and agility.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

## Writing

Be exposed to different forms of writing and understand that we write for different purposes.

Provide writing opportunities through role play, the outdoor environment and have a designated 'writing' area in the classroom.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

# Reception—Mathematics overview

## Counting

Count verbally beyond 5, 10 and 20

Accurately count items to 5 with one-to-one correspondence.

Accurately count items to 10 with one-to-one correspondence.

Correctly count sounds and actions, as well as objects.

Show a secure understanding of the 'cardinal principle' (knows the last number reached when counting tells you the total).

Subitise up to 3 then 5

Show 'finger numbers' up to 5.

Link numeral to amounts up to 5.

Link numeral to amounts up to 10.

## Comparison

Use 'more than' and 'fewer than' to compare quantities.

Compare quantities up to 10 and say whether one is greater than, less than or the same as the other.

Understand 'one more than/one less than'



## Composition of Number

Solve real-life maths problems with numbers up to 5.

Know the total of a larger set by subitising the groups within it and immediately combining them to find the total (conceptual subitising).

Demonstrate an understanding of the composition of numbers to 5, then 10.

Automatically recall number bonds to 5.

Automatically recall some number bonds to 10.

Apply knowledge of number bonds to recall some subtraction facts to 5.

## Measures

Make direct comparisons between objects relating to size, length and weight.

Begin to use units to compare size, length and weight.

Make direct comparisons between objects relating to capacity.

Begin to use units to compare capacity.

Describe a sequence of events.



## Shape and Space

Talk about some common 2D shapes using informal and mathematical language.

Talk about some common 3D shapes using informal and mathematical language.

Select shapes appropriately for tasks.

Combine shapes to make new ones.

Understand that shapes can be decomposed into smaller ones within them.

Explore shapes and spatial awareness by rotating and manipulating shapes.

Understand and use positional language.

Describe and discuss a route.

## Patterns and Mathematical Relationships

Talk about patterns in the environment using informal language.

Continue a simple AB pattern.

Copy and create a simple AB pattern.

Notice and correct an error in a simple pattern.

Continue and copy a more complex pattern.

E.g. ABC, ABB, ABBC

Create a more complex pattern.

Notice and correct an error in a more complex pattern.

Understand the odd and even pattern of numbers up to 10.

Explore how quantities can be distributed equally within numbers up to 10.

Explore the pattern of double facts to 10.