



Reception Vocabulary Ladder

Expressive Arts and Design (Music)	High Low Fast Slow Loud Triangle Bells Drum Maraca Tambourine	Quiet Beat Rhythm Singing voice Audience Song Tune Listen Gentle Action
ELG (End of year goals)	<u>Being imaginative and expressive</u> 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.	
Computing	<u>Online Safety</u> Username Password Stranger Danger Age restrictions Private Parental help	<u>Coding</u> Beebot Buttons Forward Backwards Left, Right, Clear <u>Laptops/ipad</u> Touch Mouse Click Hold Cross Internet



PSED and People, culture and communities (PSHE)	<u>Starting school</u> Understanding rules and expectations Begin to build and make friends Finding out about our homes and communities	<u>Safety and Risk</u> Expressing feelings appropriately Real, fake, danger, good touch, bad touch, pants, private.	<u>Friendship</u> Feelings Right Wrong Kind Unkind Choice Friend	<u>Health</u> Independently using the toilet and washing hands Healthy eating Healthy and unhealthy foods Exercise Sleep/brushing teeth	<u>Money</u> Jobs Money Banks Pounds Cash	<u>Identity</u> Different cultures within our class Likes and Dislikes Same Different being special role models
PSED ELG'S	<u>Self-Regulation</u> 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 instructions involving several ideas or actions.		<u>Managing Self</u> 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 try 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.		<u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	
The Natural World (Science)	<u>Working Scientifically</u> Teacher led investigative experiences -Which is the strongest material to build a house? What happens when it rains on a mud brick house? Observing changes including life cycles and seasonal changes, investigating and measuring using a rain gauge. Using open ended questions, compare and use comments to encourage children to make links to previous experiences at home and school. To observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.					



The Natural World ELG

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

<p><u>Animals including humans</u> names of animals, on land, in water, jungle, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p>	<p><u>Plants</u> tree, bush, herb, names of plants they see (Reception - Living things and their habitats)</p>	<p><u>Seasonal Changes</u> spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, raining, storm, thunder, lightning, snow, icy, puddles, windy, rainbow, animals, young, plants, flowers</p>	<p><u>Living things with their habitats</u> plant, tree, bush, flower, vegetable, herb, name of a contrasting environment (e.g. beach, forest)</p>	<p><u>Everyday materials</u> ice, water, frozen, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, not waterproof, best, change, change back</p>	<p><u>Working scientifically</u> look closely, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group</p>
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Number and Numerical Patterns (Maths)	<p style="text-align: center;"><u>Autumn</u></p> <p>Subitising, sort, less than, fewer than, more than, (AB, ABB, ABC pattern), (2d shapes) circle, triangle, square, rectangle, sides, corners, yesterday, today, tomorrow, (prepositional language) – on, under, behind, next to, in front of</p>	<p style="text-align: center;"><u>Spring</u></p> <p>bigger, smaller, taller, tallest, ordering, odd, even, doubles, sharing, ordering numbers, heavier, lighter, (capacity) full, half full, nearly full, empty, nearly empty, (3d shapes) prism, cube, pyramid, cone, sphere, roll, not roll</p>	<p style="text-align: center;"><u>Summer</u></p> <p>Compare, same, different, prediction, time, capacity, flat, solid, sides, vertices, faces, round, curved,</p>
Number and Numerical Patterns ELG	<p style="text-align: center;"><u>Number Patterns</u></p> <p>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</p>	<p style="text-align: center;"><u>Number</u></p> <p>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.</p>	
Past and Present (History)	<p>Long time ago, Past, Old, New, today, yesterday, then, now, before I was born, when (parents/g.parents) were little, pictures, story, objects</p>		
Past and Present ELG	<p>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.</p>		
People, Culture and Communities/ The Natural World	<p><u>Places</u> humans geography weather city continent country School grounds Local area locality community region continent Earth ocean country capital sea season weather world.</p>		



Geography						
People, Culture and Communities ELG	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.					
	<u>Cooking</u>		<u>Textiles</u>		<u>Construction</u>	
Expressive Arts and Design D&T	Clean, Germs, Cook, Bake, Mix, Healthy and cut		Material, Clothes, Wool, Thread, string, cut		Build, Connect, Tall, Short, Long, Strong, Turn and Stack	
	22-36 months: build, block, stick. 30-50 months: stack, space, balance, model, fold, bend, fasten. 40-60+ months: construct, join, fringe, tear, scrunch, link, insert, slot, tab					
Expressive Arts and Design Art	22-36 months: colour, marks. 30-50 months: lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. 40-60 months: wet, dry, flaky, fixed, mix, cut, sweep.					
Creating with Materials (ELG)	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 (ELG)	<u>Being imaginative and expressive</u> 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.					
RE	<u>Creation/Harvest</u>	<u>Christmas</u>	<u>Jesus is Special</u>	<u>Easter</u>	<u>Jesus' Miracles</u>	<u>The World</u>
	Valuable, special, precious, treasured, unique, Christian, God, Creator, Bible, beginning, Creation, natural, nature, World, wonderful, beauty, detail, look	Jesus, Mary, Joseph, Angel Gabriel, innkeeper, shepherds, manger, special baby, Bible, Advent, wreath,	Special, Jesus, miracle, Christian, heal, bible, temple, commandment, son of God, human, incarnation.	Christian, Easter, festival, Palm Sunday, disciple, Last Supper, Garden of Gethsemane, Good Friday, cross, prayer,	Jesus, rescue, rescuer, Christian, The Bible, Disciples, charity, blind, healing, God, pray, "Thank you," thankful,	Christian, creation, service, community, church, world, God, creator.



	after, human beings, care, love, thankfulness, celebration, church, Harvest, Harvest Festival, share.	candle, altar cloth, Christmas, good news, joy, peace, human.		Easter Day, risen, tomb, celebrate.	lonely, Zacchaeus, Tax Collector, love, Centurion, trust, believe, faith, comfort, peace, joy, hope, afraid, miracle, save / saviour.	
PE – Physical Development	SUBJECT	AIMS				
Gross Motor ELG		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.				
Autumn	Introduction to PE	Learn the elements of preparation for a PE Lesson.				
		Develop an understanding of body management.				
		Understand basic changes exercise causes in the body.				
	Gymnastics	Experience a range of sport.				
		Perform and link simple gymnastics movements.				
		Develop upper body strength and flexibility.				
Spring	Dance	Recognise that dance is a good activity for health and wellbeing.				
		Link a sequence of movement.				
		Copy and perform dance sequences.				
	Ball Skills	Learn to move and control objects.				
		Develop a range of ball handling skills. E.g. catching, rolling & kicking.				
		Develop the ability to throw accurately at a target.				
Summer	Games	Controlling speed and direction in running games.				
		Co-operating and problem solving with others.				



		Understand game rules.
	Athletics	Navigating obstacle courses.
		Moving and controlling a variation of objects.
		Develop an understanding of teamwork.