

Reception KKPD Document: Stanhope Primary School

Writing - Grammar

- GR.1 Know that some words end in an 's' to represent more than one when reading. (plural)
- GR.2 Know that using 'I' identifies first person when they are writing about themselves
- GR.3 Know the difference between past and present
- GR.4 Know and show an awareness that tense can change words when talking about past or present events. (E.g: Harry jumped in the puddle, Harry is jumping in the puddle)
- GR.5 Know what an adjective is and how it can be used to describe
- GR.6 Know how to verbally extend a sentence using 'and'
- GR.7 Know how to verbally use past tense with increased accuracy. E.g: jumped when talking about experiences

Writing - Punctuation

- PUR.1 Know the purpose of a full stop
- PUR.2 Know how to use full stops at the end of a sentence with some accuracy
- PUR.3 Know how to identify question and exclamation marks in a text
- PUR.4 Know and show an awareness to changing their voice if they see an ! mark when reading
- PUR.5 Know how to ask a question using what, why, how, where, when
- PUR.6 Know how to write most capital letters
- PUR.7 Know to apply capital letters to the start of a sentence
- PUR.8 Know and apply capital letters to people's names

Writing – Handwriting

- HR.1 Know how to complete activities that cross the midline with confidence
- HR.2 Know how to use both sides of my body to complete tasks with confidence. (bi-lateral movements)
- HR.3 Know how to sit without resting, or leaning for a longer period of time with ease
- HR.4 Know how to sit correctly at a table for a short period of time, with increased comfort
- HR.5 Know how to hold a pencil with the ideal tripod grip
- HR.6 Know how to join shapes to make closed shapes e.g. 'a' 'o' 'b' 'g'
- HR.7 Know and use both clockwise and anti-clockwise movements
- HR.8 Know how to form lower-case letters, with some accuracy, increasingly applying the correct direction
- HR.9 Know how to form digits with increased accuracy
- HR.10 Know the difference between ascending and descending letters
- HR.11 Know which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and how to practise these
- HR.12 Know that finger spaces are used to separate words
- HR.13 Know how to increasingly apply finger spaces to writing

Writing – Composition

- CR.1 Know and develop understanding of new vocabulary
- CR.2 Know what they want to say and share their ideas with an adult
- CR.3 Know how to talk a short sentence aloud
- CR.4 Know and recall a short sentence verbally. (Remember the sentence they have just said)
- CR.5 Know how to verbally sequence a familiar narrative, event or activity at length using prompts
- CR.6 Know how to begin reading their writing to check it makes sense
- CR.7 Know to add or adapt work if identified by an adult
- CR.8 Know how to reflect on their writing by talking to an adult about their work. E.g. if a child is unable to read back their entire sentence, can they discuss what they have written with an adult
- CR.9 Know how to share ideas aloud in a group, or whole class situation
- CR.10 Know different types of writing genres (e.g: letters, instructions)
- CR.11 Know the most appropriate genre to use
- CR.12 Know, explore and use different writing genres within play. (E.g: I am writing a letter to Mum)

Reading

RP R.1 Accesses and uses reading area effectively by themselves and with their peers

RP R.2 Selects particular books of familiarity or interest

RP R.3 Is able to select some favourite texts and give reasons for their choice

RP R.4 Engage in story times, with good attention, recall and engagement

RP R.5 Selects books with independence

RP R.6 Initiates sharing books with their peers

RP R.7 Engage in daily story time with increased recall, answering and asking questions linked to the story

RP R.8 Understand the difference between fiction and non-fiction texts, and confidently talk about it

RP R.9 Ask adults to share a variety of different texts with them, e.g: fiction, non-fiction, poetry

RSU R.1 Begin to spot similar themes in books and comment on these.

RSU R.1 Confidently make links to their own life and experiences from what they hear in books

RSU R.2 Re-read sentences in their decodable books, to develop fluency and to check it makes sense

RSU R.3 Independently ask what, why, how, where etc questions to check understanding and to provoke further interest

RSU R.4 Scan the text to locate specific information – using titles, labels

RSU R.5 Listen to new vocabulary within a sentence to infer its meaning

RSU R.6 Check whether the suggested meanings make sense in the context of the text

RSU R.7 Know to mark or circle unfamiliar vocabulary within the text shared

RSU R.8 Visualise their understanding through drawing

RSU R.9 Make a prediction based upon clues in the book, using pictures or what they have heard

RSU R.10 Begin to re-read sentences to increase fluency and understanding

RV R.1 Engage with high-quality texts, which introduce new vocabulary

RV R.2 Using newly acquired vocabulary within their talk and writing, applying this within different situations over a period of time

RV R.3 Have an awareness of a dictionary and know that these help us to understand vocabulary

RV R.4 Listen to new vocabulary within a sentence to infer its meaning

RRP R.1 Represent their understanding through drawing to answer questions about the text

RRP R.2 Use of story-mapping to represent understanding

RRP R.3 Confidently answer 'why' questions

RRP R.4 Use the word 'because' to explain and justify ideas

RRP R.5 Know to mark or circle unfamiliar vocabulary within the text shared

RRP R.6 Know a small bank of short poems, which they can recite

RRP R.7 Build story-telling narrative into their play

RRP R.8 Use of puppets, masks and costumes to re-inact familiar narrative

RRP R.9 Use repeated phrases with confidence when talking about known stories or poems

RUW R.1 Link familiar story themes to their own experiences, e.g. illness, getting lost, going away

RUW R.2 Can identify the beginning middle and end of a familiar story

RUW R.3 Have an awareness that different text types include differing layouts, noticing and commenting on this

RUW R.4 Compare the differences in familiar texts such as alternative endings

RUW R.5 Identify and discuss some key elements of story language

RUW R.6 Talk about aspects of the text that they like

RR R.1 Discuss characters' appearance, behaviour and the events that happen to them

RR R.2 Identify new or unfamiliar words that they meet when exploring texts whole class, discussing and exploring the meaning together

RR R.3 Independently ask what and why questions when listening to a story

RI R.1 Use pictures to find clues about how the characters might be feeling or what they are doing.

RI R.2 Make a prediction based upon clues in the book, using pictures or what they have heard

RI R.3 Learn and discuss repeated phrases from familiar stories

RI R.4 Begin to understand new vocabulary and its meaning

RI R.5 Generate simple questions to ask characters and take part in hot seating activities

RI R.6 Begin to make links between the story they hear and their own experience

RF R.1 Retrieve key information from what they have heard, with increased accuracy

RF R.2 Can independently ask simple questions

RF R.3 Can identify a non-fiction text based on its layout, knowing basic features

RF R.4 Discuss the meaning of significant words met in reading linked to particular topics

RF R.5 Understand that non-fictional is based on real information.

RF R.6 Able to read simple informative sentences

History

HR.1 know about and discuss past events in their own life and in the lives of family members
HR.2 know some facts about events or people from the past that they recall from stories they have read/heard.
HR.3 know how to comment on compare images of familiar situations in the past, particularly in the books they have read/heard
HR.4 know the names of people who are familiar to them and can describe their role.
HR.5 know about a significant person from the local community
HR.6 know about a significant person from the past
HR.7 know and discuss past events in the local community
HR.8 know how to ask simple questions, about images/stories from the past
HR.9 know what year we are currently living in
HR.10 know the days of the week
HR.11 know the year of their birth
HR.12 know words 'older' and 'younger'
HR.13 know and identify what is the same and different in the recent past
HR.14 know and identify new and old things from different periods of time, commenting on changes.
HR.15 know and understand that a consequence is something that happens as a result of something else.

Computing

CR.1 know how to complete a simple program on a computer
CR.2 know that information can be retrieved from technological devices and the internet
CR.3 know how to access, understand and interact with a range of technologies, developing digital literacy skills
CR.4 know how to create content such as a video recording, stories, and/or draw a picture on screen
CR.5 know how to use the internet, with adult supervision, to find and retrieve information of interest to them

Geography

GR.1 know the name of the country we live in.
GR.2 know where the United Kingdom is, located on a world map
GR.3 know the name the nearby city
GR.4 know and discuss the features of their local environment
GR.5 know some environments that are different to the one in which we live
GR.6 know some similarities and differences between life in this country and life in other countries
GR.7 know that seasons change and the differences between them
GR.8 know that information can be drawn from a simple map.

MFL

MFLEY.1 know how to answer the register in TL (e.g., good morning...)
MFLEY.2 know how to say hello and goodbye in TL
MFLEY.3 know simple TL vocabulary by joining in with the repetitive parts of a story / song
MFLEY.4 know familiar songs, with actions, translated into TL
MFLEY.5 know how to substitute words from TL, by joining in with the repetitive parts of a story / song
MFLEY.6 know that a variety of languages are spoken in the UK

PE
PER.1 know how to copy a simple sequence PER.2 know how to travel with confidence and skill around, under, over and through balancing and climbing equipment PER.3 know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance PER.4 know how to move fluently, in a variety of movements, with developing control and grace PER.5 know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping PER.6 know how to combine different movements to make a simple sequence PER.7 know how to throw, catch, kick, pass and strike a ball PER.8 know how to throw a ball with aim, demonstrating increasing control PER.9 know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it PER.10 know how to adjust speed or change direction to avoid obstacles when playing games with other children PER.11 know how to listen and follow two simple instructions in a game PER.12 know how to run in different directions PER.13 know how to jump up into the air and maintain balance PER.14 know how to follow adult-led instructions about moving safely and understand the reasons why PER.15 know how to copy a short, repetitive dance pattern PER.16 know how to take turns and share resources when playing games PER.17 know that our heart beats faster during exercise

RE (Nottinghamshire)
RER.1 know which stories are special and explore why RER.2 know which people are special and why RER.3 know what times are special and give reasons why RER.4 know which places are special and give reasons why places are special to some and not others RER.5 know what it means to belong RER.6 know how we can care for Earth and living things

PSHE
PSHE R.1 know the importance of healthy food choices. PSHE R.2 how to make some simple healthy food choices. PSHER.3 that moving our bodies can keep us healthy. PSHE R.4 when and why we have bedtime. PSHE R.5 the importance of brushing our teeth. PSHE R.6 how to manage my own needs, e.g. toileting. PSHE R.7 how to hand wash and explain the importance of this. PSHE R.8 that different clothes protect us from the weather. PSHE R.9 know and see myself as a valuable individual. PSHE R.10 the name of a range of feelings. PSHE R.11 how to seek adult support and articulate my wants and needs. PSHE R.12 what makes you happy when feeling sad. PSHE R.13 how different situations make us feel. PSHE R.14 how my friend is feeling. PSHE R.15 to return to a familiar adult to gain emotional support and practical help in different situations. PSHE R.16 what I can do well and what am getting better at. PSHE R.17 how to show resilience and perseverance in the face of challenge. PSHE R.18 the names of different body parts we can see, representing these in drawings and painting. PSHER.19 know that people may look similar or different due to their specific features, e.g. hair, size and shape of nose... PSHE R.20 and understand why adults should help to keep us safe. PSHE R.21 and can name things we should not touch. PSHE R.22 why it is important to be safe near the road. PSHE R.23 what to do if worried or scared. PSHE R.24 know not to take any medicines without an adult. PSHE R.25 know that smoking is harmful.

PSHE R.26 know how to recreate what I have learnt about social interactions with close adults, in my play and relationships with others.

PSHE R.27 know that all families are not the same.

PSHE R.28 know how to be a good friend and demonstrate this through play.

PSHE R.29 know how to build constructive and respectful relationships.

PSHE R.30 how to support my friend if they are feeling unhappy.

PSHE R.31 know how to show empathy and concerns to people who are special to me, e.g. may offer a child a toy they like.

PSHE R.32 know choices may impact on others, e.g. taking a toy from a friend

PSHE R.33 that some things are private, on their own body and are covered by underwear

PSHE R.34 who to speak to if feeling worried or unsafe.

PSHER.35 know that an adult should be present when on the internet.

PSHE R.36 know what kind and unkind behaviour is and how this can affect others.

PSHE R.37 how to express feelings.

PSHE R.38 know how to respect other people's needs, wants and behaviour.

PSHE R.39 how to follow simple rules and understand why they are important.

PSHE R.40 I am part of a community.

PSHE R.41 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on.

PSHE R.42 that money is needed to buy items in a shop.

PSHE R.43 and explore, through play, differences in jobs.

Art

ADR.1 know how to use anti-clockwise movements

ADR.2 know how to retrace lines on their own artwork

ADR.3 know how to hold a pencil using the tripod grip

ADR.4 know how to apply pressure to create different effects

ADR.5 know and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing

ADR.6 know how to use the space available to make choices in their drawings

ADR.7 know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing)

ADR.8 know how to create a simple pattern

ADR.9 know how to draw a person including facial features

ADR.10 know how to draw a detailed figure taking shape, form and perspective into consideration

ADR.11 know how to use drawings to communicate and express ideas and feelings

ADR.12 know and understand the term observational drawing.

ADR.13 know what is good about their drawing.

ADR.14 know that paint can be used to capture imagination

ADR.15 know how to select colour for purpose

ADR.16 know the names of all primary colours and secondary colours

ADR.17 know how to mix paint to create secondary colours.

ADR.18 know how to use paint to lighten or darken a colour

ADR.19 know how to use a paintbrush to create a desired effect

ADR.20 know how to use a variety of tools when painting (e.g: brush, sponges, fingers, hands, sticks, sponge rollers)

ADR.21 know how to effectively and safely use simple tools to change materials

ADR.22 know how to use and experiment with a variety of materials and techniques

ADR.23 know how to manipulate materials to create a desired outcome

ADR.24 know how to select and explain their choice of materials

ADR.25 know how to select, cut, assemble, tear, stick and collage different materials

ADR.26 know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough)

ADR.27 know how to explore and discuss artwork from the past and present

ADR.28 know how to create a representation of famous artwork

ADR.29 know who artists are within the local community and wider world and how they inspire others.

ADR.30 know the similarities between artists and illustrators.

ADR.31 know and comment on the aspects that they like/dislike about their own work and the work of artists

DT
DTR.1 know what a product is (by exploring working parts) DTR.2 know how to discuss what they want to make DTR.3 know how to discuss problems and how they might be solved as they arise, with an adult DTR.4 know how to use drawing to create a simple plan DTR.5 know that designs can help shape our thinking before making DTR.6 know how to choose the right resources to carry out their own plan, (e.g. cutting tool for the playdough) DTR.7 know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue DTR.8 know how to thread continuously (e.g. using lacing boards) DTR.9 know how to select the appropriate materials to create a desired aesthetics (e.g. applying feathers to a bird model) DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it better DTR.11 know how to select correct materials which allow for movement DTR.12 know the names of well-known fruit and vegetables DTR.13 know how to make some simple healthy food choices DTR.14 know the importance of healthy food choices DTR.15 know how to independently use a knife and fork DTR.16 know how to follow simple hygiene rules, (e.g. washing hands before eating, washing hands before cooking) DTR.17 know how to follow a recipe to combine different ingredients to create a dish with adult support

Science		
WSR.1 know how to ask questions to find out more. WSR.2 know how to articulate ideas in full sentences. WSR.3 know how to use scientific vocabulary in their talk. WSR.4 know how to use and understand questions such as ‘who; why; when; where and how’ WSR.5 know some simple scientific equipment WSR.6 know some simple ways of recording information, (e.g. bug hunt) WSR.7 know how to makes simple observations explain why some things occur, and talks about changes WSR.8 know how to describe events in order WSR.9 know the difference between; full, empty, long, short, fast, slow		
SBR.1 know and describe similarities and differences in relation to living things SBR2 know and describe the habitat of familiar woodland animals SBR.3 know and describe patterns and changes in nature SBR.4 know how human actions impact on the environment SBR.5 know and talk about the different factors that support overall health and wellbeing, (e.g. regular physical activity, healthy eating, having a good sleep routine) SBR.6 know the importance of oral hygiene SBR.7 know how to describe what they see, hear and feel. SBR.8 know, observe and discuss the changes that occur in the life cycle of an animal	SPR.1 know a force can have an effect on an object, (e.g. playdough) SPR.2 know the sun gives us natural light SPR.3 know different electricity sources, (e.g. plug, battery) SPR.4 know that sounds can have different volumes SPR.5 know the names of the four seasons	SCR.1 know the differences between simple materials and the changes they notice (e.g. adding water to sand) SCR.2 know the name of the everyday materials; wood, metal, glass, plastic SCR.3 know some materials can change, (e.g. ice in the water tray, baking; combing ingredients; turning bread into toast)

SBR.9 know how to care for a plant, including water and light		
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