

| EYFS (Reception) Endpoints | | |
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| Subject | Key Knowledge: <i>Children will learn to:</i> | Key Vocabulary: <i>Children will understand and use these words:</i> |
| Reading | <ul style="list-style-type: none"> • Recognise and say all of RWI set 1 sounds • Blend words with Read Write Inc (RWI) set 1 Sounds • Independently read (RWI) set 1 Ditties with fluency • Enjoy sharing picture books with adults • Retell some well-known stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. e.g Gingerbread Man, Little Red Hen, the Enormous Turnip and other topic related books • Learn some verses from poems rhymes and songs by heart • Know that some books are stories and poems and some books are factual and give them information | <p>Story, book, title, front page, word, sentence, poem, fact, rhyme, sound, happy ending, character</p> <p>Digraph (two letters making one sound e.g. th, sh, ch qu)</p> |
| Writing | <ul style="list-style-type: none"> • Know and write lower case letters using the correct orientation for set 1 sounds and some set 2 sounds • Write some capital letters • Know the letters in their name and the order • Know that capital letters are used for names • Spell words by saying the sound and identifying the letters heard • Write short phrases and sentences about something familiar to them or an event they have experienced using known sounds • Use a capital letter correctly in short sentences • Use a full stop correctly in short sentences • Begin to understand a simple structure of a familiar story using a story map • Create their own simple story maps | <p>Letter, sound, digraph, sentence, capital letter, full stop, letter sound/letter name, finger space, line, new line</p> |
| Maths | <ul style="list-style-type: none"> • Understand that objects can be represented by numbers • Begin to write numbers with the correct orientation • Count objects which can be moved • Count objects which can't be moved • Subitise numbers to 5 • Know number bonds to 5 • Begin to know some number bonds to 10 • To use equipment to add and subtract numbers to 10 • Count to 20 • Begin to recognise numbers to 20 • Understand less and more • Compare numbers – know which are bigger and which are smaller • Begin to join in with counting songs up to 100 • Begin to join in with counting in twos • Begin to join in with counting in fives • Begin to join in with counting in tens • Copy simple repeated patterns: e.g. colours or shapes • able to measure using non standard measures in every day situations : length/hand spans, weight – cubes, capacity – cups or beakers • to use some standard measures in everyday situations – e.g. cooking – grammes, centimetres • Know 2D shapes : Circle, square, rectangle triangle | <p>More, less, counting, double, odd, even, weight, length, capacity, numbers, one two, three, four five etc. double, add, take away, equals, subtract, shape, circle, square, triangle, rectangle</p> |

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| | <ul style="list-style-type: none"> • Know that some shapes are not flat (3D shapes) • Be able to work out if a number to ten is odd or even using Numicon • Begin to know doubles e.g double 1 is 2 / double 2 is 4. | |
| Science | <p>Animals</p> <ul style="list-style-type: none"> • Know animals live in different types of homes/ locations (habitats) desert, sea, hot, cold, wet, dry, hair, eyes, skin, baby, toddler, child, adult, plant, seed, tree, bush, flower, vegetable, animal, summer, • Begin to name and describe animals that live in different habitats e.g. polar bears live in the cold, in the North Pole or giraffes live in the warm in Africa. <p>Humans</p> <ul style="list-style-type: none"> • Describe their friends/ family/ teachers etc.– appearance: hair colour, eye colour, skin colour, size • Explain how they take care of themselves (washing, brushing teeth, being active) <p>Living things and their habitat</p> <ul style="list-style-type: none"> • Name some simple plants that grow near their home • Name some animals that live near their home <p>Seasonal changes</p> <ul style="list-style-type: none"> • Begin to describe how different weathers look and feel; rain, snow, wind, sun, storm • Say what they would wear in different seasons/weathers • Explain that living things (such as plants) in the surrounding environment, change throughout the year <p>Materials (including changing materials)</p> <ul style="list-style-type: none"> • Use their senses to say how a range of materials, including natural materials, look and feel • Make objects from different materials, including natural materials • Notice that some materials change when heated and cooled e.g. chocolate or ice <p>Light</p> <ul style="list-style-type: none"> • Notice and draw around shadows created by the sun, talking about their shape and size • Make shadows, both indoors and outdoors, by blocking a light with their hands/bodies and shadow puppets (sun/torch light) • Name colours they can see in a rainbow • Understand that a rainbow happens when there is sun and rain <p>Forces</p> <ul style="list-style-type: none"> • Change an object to make it float or sink e.g reshaping plasticine, peeling/cutting fruit • Talk about how rolling a toy car down a ramp makes it faster • Notice that objects things fall faster than others <p>Sound</p> <ul style="list-style-type: none"> • Listen to sounds outside and identify the source • Make sounds (using voices, instruments and other objects, such as blades of grass) • Describe the sounds they hear. | <p>desert, sea, hot, cold, wet, dry, hair, eyes, skin, baby, toddler, child, adult, plant, seed, tree, bush, flower, vegetable, animal, summer, autumn, winter, sunny, cloudy, hot, warm, cold, raining, storm, thunder, lightning, snow, icy, frost, puddles, windy, rainbow, water, frozen, melt, slippery, smooth, hard, soft, bendy, wood, plastic, paper, card, metal, strong, weak, light, shadow, torch, light source, float, sink, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, wind, air, water, blow, bounce, sound, noise, hear, high, low, loud, quiet, soft, volume.</p> <p>In preparation for KS1, children will be exposed to language such as: polar regions, ocean, camouflage, male, female, environment, hibernate, snowflake, solid, liquid, gas, pale, dark, transparent, opaque, force, rotate, solid, liquid, gravity.</p> |

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| History | <ul style="list-style-type: none"> • that the past is something that has already happened • Recognise a simple timeline is a way of showing the past • Know that recent past is things which have happened in the time people have been alive (in living memory) • Know that further into the past is 'a long time ago' before people who are alive today can remember it (beyond living memory) • Talk about and share experiences of the story of their own past and present. • Begin to talk about the story of own family's history • Talk to older people (friends and people the community and in school) about their lives before they were born. • Talk about artefacts and objects/ images that the class teacher has brought in and say whether they think they are from now (the present) or from the past. • Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, before I was born etc. • Use photographs and images to talk about own what they can remember in their own past • Retell simple stories about some characters and events from the past (e.g the Great Fire of London (Samuel Peeps), Moon Landing (Neil Armstrong), Medieval castles (Kings and Queens) | History, how, past, present, a long time ago, in living memory, beyond living memory, timeline, date, year, time Family, baby, child, adult, older person Mum, dad, grandma, grandad, great grandma, great grandad. King, Queen, castle, homes, transport, steam train, motor car, aeroplane, rocket, |
| Geography | <ul style="list-style-type: none"> •Talk about their local area and name key landmarks e.g. the village shop, playing fields, village hall etc. • Understands what is near and what is far. • Understand that a map is a picture of a place from above • Talk about and follow a simple map / plan of their classroom/ the school or the local area. • Recall and talk about a local journey they have been on and put landmarks in sequence • Begin to identify geographical features of the local area e.g. hill, road, river, house, school, park. • Draw their own simple maps • Use aerial photos to identify features of a locality. • Know that a globe is a representation of the earth and be able to identify land and sea • Know about some geographical features of some more distant places and how they are different from their own village: e.g. UK seaside resort, Kenya village. | Village, town, house, building, school, shop, hospital, park, countryside, hill, mountain, sea, beach, forest, wood, map, plan, aerial photograph, near, far, globe, earth, country. |
| Art | <ul style="list-style-type: none"> •Enjoy creating their own individual art work • Know the names of the basic colour pallet colours • Make marks with different media to express feelings • Make different marks – straight, long, short, curved, wavy lines • Make a range of marks to create pictures • Mix primary colours and say which colours they have made • Know an artist is someone who creates paintings or drawings • Have experienced working with a range of media e.g. paint, collage, modelling clay, 3D models, chinks, pastels. • Begin to learn some artist names e.g. Vincent Van Gogh, Pablo Picasso, Paul Klee, Andy Goldsworthy | Artist, painting, drawing, mixing, primary colours paint, collage, model clay, chinks, pastels straight, long, short, curved, wavy lines dark, light |
| D&T | <ul style="list-style-type: none"> • Design a simple product from a brief (structures/ food/ textiles/ mechanisms) • Make a simple product from a brief • Say what has worked well with their product • Say what they would change next time about their product | Plan, design, draw, make, cut, stick, join, cook, chop, mix, bake, stir, peel turn, axel, wheel, strong |

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| | <ul style="list-style-type: none"> • Join materials together and say what the best thing is for the job. • Use safety scissors independently. • Use a butter knife independently. • Understand about keeping safe when using scissors and knives. • Start to follow good hygiene rules independently. • Name tools and materials used for making product | |
| Music | <ul style="list-style-type: none"> • Enjoy performing and listening to music • Sing a range of songs they have been taught. • Express likes and dislikes to different types of music. • Move their bodies to different types of music. • Play percussion instruments to accompany different types of music. | <p>Music, song, tune, rhythm, soft, quiet, loud, fast slow, instrument</p> <p>In preparation for Year 1 expose children to: source, crescendo, vibration, pitch</p> |
| PSHE | <ul style="list-style-type: none"> • Talk about their feelings • Begin to regulate themselves using language and strategies from the zones of regulation • Talk about other people's feelings • Show empathy and consideration when someone is feeling sad, unhappy, angry (red zone) • Begin to develop their 'bounce back ability' (resilience) if things don't go right first time • Know how to listen well (face the person, make eye contact etc) • Become more independent by selecting the resources they need. • Know our three school rules: Be Ready, Be Respectful, Be Safe. • Be able to say why rules are important. • Dress independently for PE and Forest School. • Use the toilet independently. • Understand and try to make healthy choices with food and drink. • To take turns. • To know that trusted adults like doctors, nurses and dentists help us to keep safe and healthy. • Know that their body is their own and that the pants area is 'private' and how to say 'no' if needed. | <p>Happy, sad, angry, excited, scared, calm Green zone, yellow zone, blue zone red zone (zones of regulation)</p> <p>Pants Zone</p> <p>Healthy eating</p> <p>Doctor, nurse, dentist, hospital.</p> |
| RE | <ul style="list-style-type: none"> • Name our school values of Love, Honesty, Courage, Community and Quality and religious stories which show examples of these. • Remember the main points story of Jesus's birth • Remember the main points of the Easter story • Know when people pray they are talking to God • Know that a church is a special religious building where people pray to God. • Know that there are other special buildings where people who believe in different religions pray to God. | <p>God, Jesus, church, prayer, Christmas, Easter, Harvest.</p> |
| PE | <ul style="list-style-type: none"> • Dress independently for PE. • Begin to follow instructions given in PE lessons. • Move in different ways e.g. skip, hop, jump. • Balance on off simple equipment • Catch a ball. • Throw a ball with increasing aim. • Kick a ball with increasing aim. • Roll a ball with increasing aim. • Bat a ball with increasing aim. • Be aware of the space around them when doing PE. • Respond to different types of music through dance. • Use a range of small and large apparatus • Enjoy playing simple team games | <p>Catch, throw, kick, roll, run, walk, skip, hop, jump, win, lose, draw.</p> |

