

End Points for Reception

Writing	<p>Handwriting</p> <ul style="list-style-type: none">• I can write recognisable letters, most of which are correctly formed.• I can spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Composition</p> <ul style="list-style-type: none">• I can write simple phrases and sentences that can be read by others.
Word Reading	<ul style="list-style-type: none">• I can say a sound for each letter in the alphabet and at least 10 digraphs.• I can read words consistent with my phonic knowledge by sound-blending.• I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.• I can show an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. <p>Comprehension</p>
Maths	<p>Number</p> <ul style="list-style-type: none">• I have a deep understanding of number to 10, including the composition of each number.• I can subitise (recognise quantities without counting) up to 5.• I can 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>Numerical Patterns</p> <ul style="list-style-type: none">• I can verbally count beyond 20, recognising the pattern of the counting system.• I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Shape, Space and Measures</p> <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>
Science	<p>Knowledge</p> <ul style="list-style-type: none">• I show care and concern for living things and the environment.• I understand processes and changes in the natural world - seasons and changes in states and matter. <p>Skill</p> <ul style="list-style-type: none">• Hypothesis: I comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world.

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	Knowledge	Skills
Computing	I know I can use technology to find information online.	I can use a device to interact with age-appropriate computer. I can play with Beebots and can explore how to make them move by inputting instructions.
Online Safety	<p>Self - image and Identity:</p> <p>I can recognise that I can say 'no' / 'please stop' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and I can explain this could be online or in real life.</p> <p>Health Wellbeing and lifestyle:</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology and give some examples.</p> <p>Privacy and security:</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p>Managing Online Information:</p> <p>I can identify devices I could use to access information on the internet</p>
History	<p>I understand different times in the day.</p> <p>I can use language such as today, yesterday, when I was little.</p> <p>I know the key differences between my life and the lives of family members of different ages.</p>	<p>I can tell you things that are similar and different about the past and present day.</p> <p>I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.</p>
Geography	<p>I am beginning to understand the effect my behaviour can have on the environment.</p> <p>I know about similarities between myself and others.</p> <p>I know the differences between myself and others</p> <p>I know a similarity and difference between two families.</p> <p>I know a similarity and difference between two communities.</p> <p>I know a similarity and difference between two cultures</p> <p>I know a similarity and difference between two traditions.</p>	<p>I can compare different places based on their environments.</p> <p>I can make observations of the world around me.</p>
DT	<p>Design: I can create my own designs.</p> <p>Evaluate: I can share and talk about my creations.</p>	<p>I can understand how to keep myself safe when using equipment.</p> <p>I can use different small tools, including scissors, paint brushes and cutlery .</p>
P.E	I know how to keep myself safe when participating in PE and other physical activities.	<p>I can negotiate space and obstacles safely.</p> <p>I can balance and move with a good level of coordination.</p>
Art	I know there are 3 Primary colours and am beginning to make the secondary colours.	<p>I enjoy using a variety of media to make marks.</p> <p>I am beginning to construct with a purpose in mind,</p> <p>I can manipulate materials to achieve a planned effect</p> <p>I can talk about what I have made and how I have made it.</p>
Music	<p>Singing –I can sing nursery rhymes and simple songs from memory.</p> <p>Performing –I know that a performance is sharing music.</p>	<p>Explore and Create •</p> <p>I can copy basic rhythmic patterns.</p>

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	Knowledge
R.E	<ul style="list-style-type: none">• I can talk about people who are special to me.• I can say what makes my family and friends special to me.• I know two qualities that make a good friend.• I know and can talk about 2 stories of Jesus being a friend to others.• I remember the story about Guru Nanak and the Cobra in Sikhism and say what we can learn from it.• I can give 2 examples of special occasions e.g. Christmas, Easter, Birthday• I can suggest 3 features of a good celebration e.g. cards, celebrating together, special food, candles, special food.• I can recall simple stories connected with Easter and Diwali (Rama searches for Sita with help from Hanuman the monkey)• I can say why Easter and Diwali are special times for believers.• Talk about somewhere that is special to them. Say why.• I know that churches are special for Christians and talk about at least 2 things that are special and valued in a church.• I know that mosques are special places for Muslims and talk about at least 2 things that are special and valued in mosques.• I can recognise a place of worship and identify at least 2 significant features of a mosque and church.• I can use appropriate words to talk about my thoughts and feelings when visiting a church or mosque.• I can talk about one thing I find interesting, puzzling or wonderful in the natural world.• I can talk about one of my experiences of the natural world and how I feel about the world.• I can talk about how I think the world was made.• I can re-tell the creation story from Genesis 1 and say what I think the story says about the world, God and human beings.• I can talk about the muslim stories of Muhammad and the crying camel and Muhammed and the kittens.• I can talk about what I think these stories say about God, the world and human beings.• I can say or show 3 ways to look after animals and plants.• I can talk about what people do to mess up the world.• I can talk about what people do to look after the world.