



USWORTH COLLIERY  
PRIMARY SCHOOL

**RECEPTION**

**KEY SKILLS, KNOWLEDGE**

**& UNDERSTANDING**

**CURRICULUM**

**COVERAGE 2021-2022**

(\*Read alongside Knowledge Builder document\*)

*Key Skills, Knowledge and Understanding*

# COMMUNICATION & LANGUAGE

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| Reception | <ul style="list-style-type: none"><li>• Listen attentively.</li><li>• Respond to what they hear with relevant questions, comments and actions.</li><li>• Take part in whole class discussions and small group interactions about books.</li><li>• Ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li><li>• Participate in small group, class and one-to-one discussions, offering their own ideas.</li><li>• Use recently introduced vocabulary in discussions.</li><li>• Offer explanations for why things might happen.</li><li>• Express their ideas and feelings using full sentences.</li><li>• Use past, present and future tenses when speaking.</li><li>• Use conjunctions, with modelling and support from their teacher.</li></ul> |
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# PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

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| Reception | <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others.</li><li>• Begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals.</li><li>• Able to wait for what they want and control their immediate impulses.</li><li>• Give focused attention to what the teacher says.</li><li>• Respond appropriately even when engaged in activity.</li><li>• Show an ability to follow instructions involving several ideas or actions.</li><li>• Confident to try new activities.</li><li>• Demonstrate independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules.</li><li>• Know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs.</li><li>• Understand the importance of healthy food choices.</li><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li><li>• Know what makes me special.</li><li>• Understand who is in my family and community.</li><li>• Asks for help when necessary.</li><li>• Talk about some similarities and differences between themselves and others.</li><li>• Show kindness towards others.</li><li>• Talk about some ways to keep themselves safe.</li><li>• Name some people who help to keep them safe.</li></ul> |
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# PHYSICAL DEVELOPMENT

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| Reception | <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul> |
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# LITERACY

(NC links- Phonics & English)

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| Reception | <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li><li>• Write recognisable letters.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul> |
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# MATHEMATICS

(NC links- Maths)

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| Reception | <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</li><li>• Automatically recall some number bonds to 10, including double facts.</li><li>• Verbally count beyond 20.</li><li>• Recognise the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts.</li><li>• Recognise when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul> |
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# UNDERSTANDING THE WORLD

(NC links- Geography, History, Science & RE)

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| Reception | <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now.</li><li>• Draw on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li><li>• Describe their immediate environment.</li><li>• Make observations about the world around them.</li><li>• Explore maps and make their own representations.</li><li>• Know some similarities and differences between different religious and cultural communities in this country.</li><li>• Explain some similarities and differences between life in this country and life in other countries.</li><li>• Explore the natural world around them.</li><li>• Make observations of animals and plants.</li><li>• Make representations of plants and animals.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul> |
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# EXPRESSIVE ARTS & DESIGN

(NC links- Art, DT & Music)

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| Reception | <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques.</li><li>• Experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others.</li><li>• Attempt to move in time with music.</li><li>• Repeat a short phrase.</li><li>• Hold a percussion instrument.</li><li>• Copy back a simple rhythm.</li><li>• Name some percussion instruments.</li><li>• Experiment with simple rhythms.</li><li>• Describe what I can hear in a piece of music.</li><li>• Describe a piece of music in simple terms, for example loud or quiet</li></ul> |
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