



RECEPTION LEARNING EXPECTATIONS

Updated Sept '21

Unit 1 - Who we are Unit 2 - Sharing the Planet

Term 1

MATHS

Number

Numbers are a naming system. Making connections between our experiences with number can help us develop number sense.

- ★ Demonstrate 1:1 correspondence to ten.
- ★ Count reliably to at least 10 in different contexts
- ★ Identify numbers in their environment.
- ★ Count, compare and order numbers.
- ★ Explore the conservation of number.
- ★ Compare the size of numbers.

Pattern and Function

Patterns can be represented using numbers and other symbols

- ★ Recognize that patterns can be found in everyday situations e.g. sounds, actions, objects, nature, colours etc.

Shape and Space

Shapes are classified and named according to their properties. Specific vocabulary can be used to describe an object's position in space.

- ★ Use everyday language to describe the shape and size of 2D shapes.
- ★ Use everyday words to explore and describe position, direction and movement.

Data Handling

Data can be collected, organized, displayed and analyzed in different ways.

- ★ Gather data about themselves and their surroundings in various ways.
- ★ Sort data and create a graph of real objects.
- ★ Describe and compare what a given graph shows.

Measurement

Events can be ordered and sequenced

- ★ Begin to know the days of the week in order. Sequence familiar events.
- ★ Use the vocabulary related to length, mass and capacity.

RECEPTION LEARNING EXPECTATIONS

LANGUAGE

Reading

Illustrations and print convey meaning. People read for pleasure.

- ★ Enjoy listening to stories and talk about favourite stories or books.
- ★ Select familiar stories and "read" picture books for pleasure.
- ★ Use strategies to select "just right" books (pointing, examining pictures closely, commenting and reflecting)

Writing

Writing conveys meaning. People write to tell about their experience, ideas and feelings.

- ★ Experiment with writing using different writing implements and media
- ★ Begin to understand that writing is produced for different purposes
- ★ Differentiate between illustrations and written text
- ★ Use their own experience as a stimulus when drawing and "writing"
- ★ Show a positive attitude towards writing and engage in writing experiences in the classroom
- ★ Develop fine and gross motor skills for writing.
- ★ Start to use a comfortable and efficient pencil grip
- ★ Start to use correct posture and paper position
- ★ Begin to write in the correct direction for English - left to right

Speaking and Listening

Spoken words connect us with others. People listen and speak to share thoughts and feelings.

- ★ Follow routines and give directions
- ★ Begin to recall, retell and sequence familiar events and stories
- ★ Begin to contribute freely to discussions and contribute their own personal knowledge of a specific topic being discussed and describe personal observations, experiences, opinions and feeling in different ways. Eg. gestures
- ★ Begin to display appropriate audience behaviour
- ★ Convey information to a listener
- ★ Interact effectively with peers and adults in familiar social settings

Viewing and Presenting

Visual language is all around us. We can enjoy and learn from visual language.

- ★ Attend to visual information showing understanding through play, body language and emotions.
- ★ Show understanding by matching pictures with context
- ★ Identify basic types of everyday signs and symbols
- ★ Make personal connections to visual texts.

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SCIENCE

Strand: Living things

- ★ The study of the characteristics, systems and behaviors of humans and other animals, and of plants
- ★ The interactions and relationships between and among them, and with their environment
- ★ Observe carefully in order to gather data
- ★ Use a variety of instruments and tools to measure data accurately
- ★ Use scientific vocabulary to explain their observations and experiences

PSPE

Strand: Identity

- ★ The impact of cultural influences;
- ★ How learner's concept of self and feelings of worth affect his or her approach to learning and how he or she interacts with others

Strand: Interactions

- ★ An understanding of how an individual interacts with other people, other living things and the wider world

SOCIAL STUDIES

Strand: Social Organisation and Culture

- ★ The ways in which individuals, groups and societies interact

Unit 3 - How the World Works Unit 4 - How We Express Ourselves

Term 2/3

MATHS

Number

Numbers are a naming system. Making connections between our experiences with number can help us develop number sense. Numbers can be used in many different ways for different purposes in the real world.

- ★ Use ordinal numbers.
- ★ Estimate quantities.
- ★ Begin to use the vocabulary involved in adding and subtracting.
- ★ Begin to relate addition to combining two groups of numbers.
- ★ Begin to relate subtraction to 'taking away.'
- ★ Use mathematics to solve problems.

Pattern and Function

RECEPTION LEARNING EXPECTATIONS

Patterns can be represented using numbers and other symbols

Construct, extend and record geometric and other patterns that exist in the natural and manmade environment.

- ★ Describe patterns in various ways, e.g. using words, drawings, symbols, materials actions, and numbers
- ★ Construct, extend and record patterns that exist in the natural or manmade environment

Shape and Space

Shapes are classified and named according to their properties. Some shapes are made up of parts that repeat in some way.

- ★ Use a variety of shapes and objects to make patterns, models and pictures and describe them.
- ★ Put sets of objects in order of size.
- ★ Begin to name solids (3D shapes) using common names e.g. box, ball.
- ★ Give and follow simple directions.

Data Handling

Data can be collected, organized, displayed and analyzed in different ways.

- ★ Sort and label real objects into sets by attribute (e.g. all the red ones) noting differences and similarities.
- ★ Create pictographs and tally marks.

Measurement

Measurement involves comparing objects and events. Objects have attributes that can be measured using non-standard units.

- ★ Describe, compare and measure length, mass and capacity using non- standard units e.g. straws, cubes etc. to solve problems in real life situations.

LANGUAGE

Reading

Stories can tell about imagined worlds. There are established ways of setting out print and organizing books.

- ★ Join in shared reading (chants, poems, songs) and begin to "re-read" familiar texts to gain familiarity with the sounds and patterns of language.
- ★ Use the strategies of predicting, connecting to oneself and comparing to aid in comprehending stories
- ★ Show a developing understanding of the concept of print; distinguish between pictures, written text, handling books, directional movement and how a book works.
- ★ Begin to discriminate between visual representations such as ICT iconography, symbols, numbers, letters, words and sentences
- ★ Begin to understand the difference between fiction and non-fiction texts
- ★ Begin to develop a phonological awareness

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Writing

Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.

- ★ Begin to understand what a reflective piece of writing contains through modeled writing
- ★ Understands the difference between letters, numbers, symbols and words
- ★ Begin to recognise upper and lower case letters and sounds
- ★ Write their own name independently.
- ★ Write to convey meaning using invented spelling
- ★ Produce a controlled line which supports letter formation
- ★ Attempt to write letters in their own style

Speaking and Listening

People ask questions to learn from others

- ★ Listen and respond to a variety of texts, demonstrating pleasure and understanding (Modeled reading)
- ★ Join in with poems, rhymes, songs and repeated phrases in shared books
- ★ Begin to recite short poems, rhymes and songs
- ★ Name classmates, teachers and familiar classroom and playground objects
- ★ Ask questions to seek information using appropriate questions words

Viewing and Presenting

The pictures, images and symbols in our environment have meaning

- ★ Show appreciation of illustrations in picture books by selecting and rereading familiar books.
- ★ Begin to use basic ICT iconography to activate different devices.
- ★ Listen to terminology associated with visual texts and understand terms such as colour, shape, size. (Poster design)

Science

Strand: Matter & Materials

- ★ The study of properties, behaviours and uses of materials, both natural and human-made
- ★ Identify or generate a question or problem to be explored
- ★ Make and test predictions
- ★ Interpret and evaluate data gathered in order to draw conclusions
- ★ Identify or generate a question or problem to be explored.