

Key End Points - for end of year

Year R



Ready to Progress Criteria...

The Humanities

| Humanities | Knowledge | Skills |
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| History | <ul style="list-style-type: none"> I understand different times in the day. I can use language such as today, yesterday, when I was little. I know the key differences between my life and the lives of family members of different ages. | <ul style="list-style-type: none"> I can tell you things that are similar and different about the past and present day. 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. |
| RE | <ul style="list-style-type: none"> I can name and recognise different cultural traditions and routines. I know that different places have different environmental and cultural features. | <ul style="list-style-type: none"> I can show acceptance of the differences between a range of cultures. |
| Geography | <ul style="list-style-type: none"> I am beginning to understand the effect my behaviour can have on the environment. I know about similarities and differences between myself and others, and among families, communities, cultures and traditions. | <ul style="list-style-type: none"> I can compare different places based on their environments. I can make observations of the world around me. |

The Sciences

| Sciences | |
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| Maths | <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 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> <ul style="list-style-type: none"> 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. |

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| Sciences | Knowledge | Skills |
| Science | <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. | <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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| Sciences | Knowledge | Skills |
| Computing | <ul style="list-style-type: none"> I know I can use technology to find information online. | <ul style="list-style-type: none"> 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. |

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| Sciences | Knowledge | Skills |
| DT | <ul style="list-style-type: none"> Design: I can create my own designs. Evaluate: I can share and talk about my creations. | <ul style="list-style-type: none"> I can understand how to keep myself safe when using equipment. I can use a range of small tools, including scissors, paint brushes and cutlery. |

The Arts

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| Arts | Knowledge | Skills |
| Art | <ul style="list-style-type: none"> They know there are 3 Primary colours and begin to make the secondary colours. | <ul style="list-style-type: none"> They enjoy using a variety of media to make marks. They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect They can talk about what they have made and how they have made it. |

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| Arts | Knowledge | Skills |
| Music | <u>Singing</u> <ul style="list-style-type: none"> To sing nursery rhymes and simple songs from memory. <u>Performing</u> <ul style="list-style-type: none"> To know a performance is sharing music. | <u>Explore and Create</u> <ul style="list-style-type: none"> To copy basic rhythmic patterns. |

Communication and Language

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| Communication and Language | |
| Writing | Handwriting <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spelling <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Composition <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. |

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| Communication and Language | |
| Reading | <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |

Mental Wealth and Physical Health

| Mental Wealth and Physical Health | Knowledge | Skills |
|-----------------------------------|--|--|
| Online Safety | <ul style="list-style-type: none"> • Self - image and Identity: 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. • Health Wellbeing and lifestyle: I can identify rules that help keep us safe and healthy in and beyond the home when using technology and give some examples. • Privacy and security: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). | <ul style="list-style-type: none"> • Managing Online Information: I can identify devices I could use to access information on the internet. |
| PE | <ul style="list-style-type: none"> • I know how to keep myself safe when participating in PE and other physical activities. | <ul style="list-style-type: none"> • I can negotiate space and obstacles safely. • I can balance and move with a good level of coordination. |